BURLINGTON JUNIOR SCHOOL

Anti-Bullying Policy

Written By	**Senior Leadership Team & Staff**
Frequency of Review	**Annually**
Date reviewed and approved by Governing Body	**November 2022**
Date of next review	**November 2024**
Display on Website	✓
Purpose	To create an inclusive, safe school environment, and outline strategies to prevent, support and manage incidents of bullying.

Consultation	**Governors**	✓
	Parents	✓
	Pupils	✓
	Staff	✓

Links with other policies	**Attendance** **Behaviour** **Inclusion** **SEND** **Prevent Radicalisation** **Safeguarding and Child Protection** **Online Safety**

BURLINGTON JUNIOR SCHOOL

ANTI-BULLYING POLICY November 2022

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 for staff 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 bullying by promoting our core values of Ready, Respectful, Safe, where bullying is regarded as unacceptable.
- We aim to have a safe and secure school where all pupils can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.

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;
- Online safety Policy
- Acceptable Use Policy;
- Teaching and Learning Policy;
- Child Protection and 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 10 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.

Types of bullying can include verbal, physical, emotional or online abuse. Bullying can include:

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 consists of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

5. Signs of bullying

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

- Unwillingness to attend school
- Saying that they feel ill and aren't able to go to school
- Being frightened to travel to or from school
- Asking to be driven to school
- Truancy
- Becoming anxious or lacking confidence
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- 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 or school

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 if they have suffered adverse childhood experiences (ACE's).

https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/early-help/aces-trauma-informed-285.php

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 and well-being of the pupil.

6. Staff principles

- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Pupils who are unpleasant to someone will be asked to spend time reflecting on their behaviour and repair the situation.
- Staff treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Staff act swiftly 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.

7. Roles and responsibilities

The <u>governing body</u> 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 that promotes inclusion.
- An overview of bullying is reported to governors through the headteachers report and patterns are looked for.

The <u>headteacher</u> is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected (through CPOMS).
- 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.

<u>Class teachers and teaching assistants</u> are responsible for:

- Communicating and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Being alert to the needs of their class.
- Being available for pupils who wish to report bullying including providing a worry-box, worry monster or bubble board.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from stereotyping when dealing with bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Recording it on CPOMS.
- Supporting pupils in meeting the school expectations of Ready, Respectful and Safe and teaching about tolerance and respect.

Other school staff (including family liaison officer, 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 pupil needs.

- 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 stereotyping when dealing with bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

- Recording it on CPOMS.

- 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 as soon as they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.

- Not posting any information about school incidents on social media that could identify a pupil.
- 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 online bullying and informing a member of staff or a trusted adult at home should they fall victim to online bullying.
- Remembering to be Ready, Respectful and Safe.

8. 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 member of staff. The incident or report will be taken seriously and investigated immediately.
- We will help to prevent bullying by raising awareness particularly in PSHE. The use of the Jigsaw programme will enable pupils to understand themselves and have the emotional language to deal with challenging situations and how to deal with them.
- Staff and school council will regularly review the pupil anti-bullying statement. https://docs.google.com/document/d/1gyMDyLVDFeYHzP9XrDfdqlO6994onMGq5C_VP1glLno/edit?usp=sharing
- We will encourage everyone to be tolerant of others regardless of race, sex, gender, religion, sexuality, culture or disabilities.
- We will be Ready, Respectful and Safe.
- We take part in the National Anti-Bullying week in November each year, ensuring all children know they should tell a trusted adult if they're concerned.
- Online safety forms a key part of the computing curriculum and the themes of online bullying and being responsible online are explored at regular intervals throughout the year. We also promote the safe and positive use of technology.
- We have regular school assemblies (NSPCC, local advisor on online safety) focused around PSHE themes of bullying, friendship and expected behaviour.
- We have a clear, positive behaviour policy that celebrates positive behaviour.
- We have lots of fun equipment 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 Dojos.

- Lunchtime clubs and quiet spaces are provided for children who wish to have a quiet space to be at lunchtime.
- Staff encourage pupil co-operation and the development of interpersonal skills through pair and group activities
- A strong pupil voice that helps to promote a positive culture (school council).
- Pupils can be referred for emotional literacy support (ELSA), play therapy, social skills groups or lego therapy to support their needs.
- Parents are kept informed about school initiatives on behaviour and social and emotional support via parent forums, newsletters and are offered access to workshops.
- Staff have access to regular training and development.
- 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 perpetrators are given support as required.

9. Procedure

- All reported incidences of bullying will be recorded on CPOMS.
- The report 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.

10. 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.

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 or have 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.

11. Sanctions

If the **senior leadership team** is satisfied that serious bullying did take place, the pupil 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** informs 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.

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

The **year leader** informally monitors 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, on journeys to and from school and online. 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. 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

14. Monitoring and Review

- The headteacher reports to governors about the impact of the policy on request.
- This Anti-bullying Policy is the governors' responsibility and they review its effectiveness by regular reports from the headteacher. The safeguarding governor meets with the headteacher termly to look at trends in behaviour incidents.
- This policy is reviewed every **two** years by the **headteacher** and the **DSL**.

- The scheduled review date for this policy is **October 2024**.