



## ANTI-BULLYING POLICY

**Approved: May 2015**

**Review date: May 2017**

**We are a school that strives for individual children to be confident, independent learners, happy, successful and able to play a full part in their community.**

We aim for Inclusion to be at the heart of our school, and parent/carers are encouraged to have regular contact with staff.

We value all aspects of our children and are proactive, practical, and considered with our support and interventions. We provide an environment for all children to be safe, and learn to keep themselves safe.

### **Bullying**

*Bullying is deliberately hurtful behaviour repeated over time, where it is difficult for those being bullied to defend themselves*

***We do not tolerate bullying of any kind at Southway Junior School.***

***Any incident of apparent bullying is investigated.***

***Bullying is something that happens more than once to the same person. Something that happens once may be mean and hurtful but it is not necessarily bullying.***

### **Introduction**

In 2003 OFSTED published "Bullying effective action in secondary schools". This was followed by DfES guidance for schools under two headings: "Don't suffer in silence" and "Bullying – a charter for action". This policy reflects this guidance.

DfE guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct or indirect.

Southway Junior School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

### **Aims and objectives**

The Governors, Headteacher, leadership team and all staff at Southway Junior School acknowledge that bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. This policy aims to promote the understanding that bullying is usually caused by discontentment / unhappiness in the aggressor.

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## **Roles and responsibilities across the school**

### **Governors**

#### **Role**

- Promote the wellbeing and ensure the safeguarding of all pupils in school.
- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy.
- Ensure that policy and good practice is reflected in the school's anti-bullying practice.

### ***Policy development and implementation***

- Through consultation with all stakeholders, develop a written statement of principles regarding the anti-bullying work of the school.
- Guide the Headteacher in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole school community.
- Nominate a named governor with a particular brief to oversee the anti-bullying work of the school.
- Make anti-bullying a regular item at governor meetings.
- Publish and keep under annual review the anti-bullying policy.
- Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty and any other local issues appropriate to the school context.
- Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences.
- Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice.
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment.
- Ensure the development and publication of a complaints procedure.
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying.

### ***Behaviour***

- Provide an appropriate and consistent role model for all staff, pupils and the wider school community.
- Celebrate and share examples of good practice from the school and among individual staff and pupils.

## **Headteacher and senior staff with key responsibilities**

#### **Role**

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the wellbeing and ensure the safeguarding of all pupils in the school.
- Provide support for the governors through the development and implementation of an effective anti-bullying policy.
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors.

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### ***Policy development and implementation***

- With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review the anti-bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils.
- Ensure the effective communication of the policy to all pupils, staff and stakeholders.
- Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos.
- Take action to prevent all forms of bullying.
- Ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively.
- Make sure that effective monitoring procedures are developed, operated and maintained.
- Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying.
- Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently.
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes.
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site.
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of behaviour and anti-bullying policies.
- Monitor the continued progress and self-esteem of the targets and perpetrators of bullying.
- Ensure evidence of the impact of anti-bullying policy and practice is reflected in the SEF.

### ***Behaviour***

- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice.
- Act as appropriate role models for all leaders, staff, parents and pupils.
- Respond appropriately to stakeholder consultation and ensure suggestions, opinions and concerns are included in policy review and impact assessment.
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents.

### **All teaching and support staff**

#### ***Role***

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff.
- Promote the wellbeing and ensure the safeguarding of all pupils in school.
- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the anti-bullying and equalities policies.

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### ***Policy development and implementation***

- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents.
- Contribute to consultations, reviews and impact assessments.
- Develop and support curriculum opportunities to promote equalities and address bullying.

### ***Behaviour***

- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation.
- Provide support to both the targets and perpetrators of bullying.
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities.
- Model positive attitudes and relationships.
- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment.
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil.
- Raise issues with line managers which could contribute to policy review and development.

### **Pupils**

#### ***Behaviour***

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school.
- Actively support the school's peer support system/s.

### **Parents/carers**

#### ***Behaviour***

- Demonstrate positive support for the school's anti-bullying and behaviour policies.
- Model appropriate behaviour at all times within the school grounds.
- Report to the school any concerns regarding pupils involved in bullying.
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures.

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## **Preventing and responding to bullying incidents**

### **Prevention of bullying**

Individual classes will address issues around bullying throughout the year in circle or discussion times.

The school works hard to ensure that all pupils know the difference between bullying and “falling out”.

The school employs a Learning Mentor to work with children. The Learning Mentor works with children who have concerns, runs circle of friends groups and supports peer mediation.

### **Response to bullying**

Bullying may be reported by a child, a parent / carer or member of staff. In some cases a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by staff members.

Older children may be asked to write a report themselves. Where appropriate the wishes of the child will be taken into account before any further action is taken.

The Headteacher or a member of the leadership team will take time to discuss the issues with the victim of bullying and suggest strategies on how best to deal with the situation.

Strategies to support a victim of bullying will be put in place by staff. These may include a buddy from an older class, TA support at lunchtime or the opportunity to talk regularly to a member of staff. Parents / carers will be informed.

Staff will take time to discuss the issues with the bully and if appropriate carry out relevant sanctions.

It will be made clear to all the children that bullying will not be tolerated.

If the incident is not too serious, a problem solving approach may help. Each child must be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying reoccurring; where possible the pupils will be reconciled. The Headteacher, the leadership team and other appropriate member/s of staff will monitor the situation closely afterwards.

Time is spent talking to the child or children who have done the bullying, explaining to them why their action was wrong and how they should change their behaviour in the future. When appropriate we will invite the children's parents to school to discuss the situation. The school will try hard to support the offender through mentoring and by setting up home school link systems, working with parental support.

In extreme situations the SENDCo or Headteacher may contact external services, for example the Learning Inclusion Support Team or Educational Psychologist.

If the incident is decided to be bullying or is serious, parents will be informed and asked to come into school to discuss the issues. The Headteacher or SENDCo may contact outside agencies for support. In some cases exclusion may be considered. Records of bullying are kept during the child's stay at the school.

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All incidents of bullying are recorded.

The school's anti-bullying policy is available on the school website and upon request from the school office.

### **Recording and reporting bullying**

When a possible incident of bullying is reported it must be recorded on the school's behaviour log form. This will be the responsibility of the staff member concerned. The Headteacher must be informed.

All suspected incidents of bullying will be discussed and reviewed at Leadership team meetings.

If after investigation it is decided that the incident is a bullying incident the Headteacher or a member of the leadership team will record the incident on SIMS on the child's permanent record. All such incidents will be followed up by a member of the leadership team. If the bullying includes racist abuse the Headteacher must be informed and the incident will be recorded in the racial incident file. All such incidents will be followed up by a member of the leadership team.

Governors will receive regular updates through the Headteacher's Termly Report to Governors which is reviewed at the Teaching, Learning & Staffing Committee. The Chair of Governors will be informed of any serious incidents of bullying.

### **Monitoring and review**

The anti-bullying policy is the Governors' responsibility and they review its effectiveness annually.

They do this by examining the school's bullying incident file where incidents are recorded and by discussion with the Headteacher. Governors analyse information for patterns of pupils, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs. The information reviewed by Governors does not include children's names.

This policy is monitored on a day to day basis by the Headteacher who reports to Governors each term.

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