



Effective Date: March 2021

Review Date: March 2022

Signed: (Chair of SSB)

## ANTI-BULLYING POLICY

This policy details our whole school approach to bullying. It is linked with, and adds to, the school Behaviour Policy and has been drawn up after pupil, staff, parent and SSB consultation.

### Introduction & Context

**Bullying is defined at Frogmore Junior School as:**

**Behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.**

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (remarks of a racist, sexist or homophobic nature or name calling)
- Indirect (spreading rumours, excluding someone from social groups)
- Cyber bullying (via internet, texting and social media apps)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, unusual absences, uncharacteristic aggression (verbal or physical) or clinging to adults. There may be evidence of changes in work patterns, lack of concentration or truancy. Pupils are encouraged to report bullying in school.

### Whole school approach

This anti-bullying policy is closely linked to the school Behaviour Policy. The aim of this particular policy is to detail how the school will work towards ensuring that pupils learn in a supportive, caring and safe environment, without fear of being bullied.

We are a Rights Respecting School and this policy supports 'The United Nations Convention of the Rights of the Child' and the following articles:

- Article 2- non-discrimination
- Article 3- best interests of the child
- Article 12- respect for the views of the child

- Article 14- freedom of thought, belief and religion
- Article 23- children with a disability
- Article 30-children from minority or indigenous groups
- Article 42- knowledge of rights

At Frogmore Junior School, it is important that children know their rights and have a voice to express these rights.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

Therefore,

- This policy has been written following consultation with parents, SSB members, staff and pupils;
- It is consistent with the school's ethos and aims (see website);
- Preventative work around anti-bullying will take place through PSHE lessons, P4C sessions and use of Jigsaw materials;
- Children will feel able to engage in open discussions around the subject of bullying and feel confident about asking for help;
- Policy and practice for managing incidents are consistent with teaching;
- Staff will have access to training and support;

### **The legal framework**

The law requires school to:

- Produce a policy detailing how it will work in preventing all forms of bullying among pupils;
- Publicise all the measures in the behaviour policy and draw them to the attention of pupils, parents and staff annually;

The law empowers:

- Members of school staff to impose disciplinary penalties/sanctions for inappropriate behaviour;
- Head teachers, as far as is reasonable, to regulate behaviour of pupils when they are off school site (e.g. cyberbullying)

### **Definition**

We define bullying as follows:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

This does not include:

- One off acts of aggression;
- Spur of the moment aggressive action;
- Retaliation;
- Accidental hurt caused through thoughtless acts or words.
- Friendship issues

Such incidents are covered by our behaviour policy.

Bullying may happen for several reasons, which include:

- Race, ethnicity, religion or culture
- Special educational needs or disability
- Appearance or health
- Sexual orientation
- Circumstances, e.g. young carer
- Sexism

It can take a number of forms:

- Verbal, physical or emotional
- Homophobic bullying
- Sexual assault

- Cyberbullying e.g. threatening emails, phone calls, texts, video and picture messaging or using online spaces to spread rumours or exclude someone.

### **What do we do to prevent bullying?**

Our school Behaviour Policy sets clear rules and expectations. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of *all* our pupils, we aim to prevent incidents of bullying. Staff, children and governors have worked together to ensure that there is a whole school awareness of what constitutes bullying, where it may take place and how it should be prevented, identified, dealt with and monitored. All school staff are willing to listen to any child who has a problem and will deal with it sensitively giving support and counselling to both the bullied and the bully to prevent further incidents. Children and staff use and model the correct vocabulary for example target and perpetrator.

During school hours senior staff are always available around the school so any child can seek help.

The ethos of the school emphasises caring for individuals. In assemblies and particularly through the PSHE/Jigsaw curriculum there is a regular focus on behaviour. We hold an annual whole school Anti-Bullying theme week, in line with the National Anti-Bullying Week and on a regular basis use Jigsaw materials to support Anti-Bullying Awareness and education. Weekly P4C sessions are used to develop self-esteem and appreciation of the rights of others. Opportunities are given for the children to discuss bullying and what we should do in school to discourage it. Children are taught that no one has the right to hurt them and equally they must not hurt others. They are told that if they are hurt or made unhappy by the behaviour of others then it is right to tell an adult in school, or their parents, who will help them. They are made aware that if they are bullied it is not their fault. All accusations of bullying are taken seriously by staff, and are researched and investigated.

Information is sent to all parents outlining school expectations for behaviour and anti-bullying strategies. Parents are encouraged to contact us as soon as possible if there are any concerns.

**Written anti-bullying information for parents and families is available in school.**

### **How do we deal with incidents of bullying?**

Adults in school use their professional judgement when dealing with individual incidents. General advice is detailed in Appendix A.

Initially, where bullying has been clearly proven, appropriate sanctions will be used from the school's Behaviour Policy. Sanctions will be carefully considered in order to prevent revenge being taken by the bully. The class teacher should keep records in their class behaviour log (at the back). Racist incidents are also recorded in a separate file in the school office.

### **Serious Incidents**

For persistent incidents of bullying or bullying which leads to damage to persons or property a more serious response is needed. The class teacher or year leader will deal with minor incidents but serious incidents will go to the head or deputy head. Accurate records will be made of the incident, those involved and the action taken. Forms are kept in the back of the class behaviour log Parents should always be involved at an early stage. In very serious cases, a pupil may be excluded.

### **Monitoring and Recording**

All incidents should be reported to the class teacher and recorded in their class file so monitoring can take place. Major incidents and action taken should be reported to the Senior Leadership Team (SLT) and recorded in the Behaviour Incident File kept in the headteachers' office.

Records should include:

- Who was involved (or said to be involved)
- Where and when it happened
- What happened
- What action was taken

- How it was followed up

Individual child records should be kept by the class teacher to record incidents where a child is persistently bullied or demonstrates bullying behaviour. The child and school may need support from other agencies in future and these records can provide evidence of the problems.

These records provide evidence of patterns of behaviour when seeking outside support and will also aid evaluation and adaptation of policy. Parents have the legal right to see any written records. Records should be kept until the child leaves the school. Access is restricted to SLT, year leader and class teacher.

## **Areas of Responsibility**

It is the School Strategy Board members (SSB's) responsibility to:

- Support the Head of School in all attempts to eliminate bullying from our school.
- Monitor the incidents, and regularly review the effectiveness of the school policy.
- Respond within ten days to any request from a parent to investigate incidents of bullying in conjunction with the Executive Headteacher.

It is the Executive Headteacher's responsibility to:

- Ensure procedures to prevent bullying among pupils are in place and that these are shared with all staff, parents and pupils.
- Ensure that all staff have sufficient training to deal with incidents of bullying and follow the steps outlined in the policy.
- Monitor CPOMs and any incidents recorded by staff.
- Report, on request, to the SSB about the effectiveness of the anti-bullying policy.
- Ensure that all children know bullying is wrong, and that it is unacceptable behaviour in this school.
- Encourage a school climate of mutual support, praise for success and awareness of 'difference and diversity', making bullying less likely.

The role of all staff is to:

- Take all forms of bullying seriously and intervene appropriately to prevent incidents from taking place.
- Attend training and receive updates of information about policy review and changes in guidelines.
- Establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of *all* our pupils, we aim to prevent incidents of bullying (Refer to Behaviour Policy).
- Ensure the children encounter opportunities to discuss and become aware of the difference and diversity of our world.
- Record any incidents on the school CPOMs system.
- Include Anti-Bullying Awareness through the teaching of the PSHE curriculum, Anti-Bullying Theme Week and the Jigsaw programme.

The role of the PSHE Co-ordinator is to:

- Ensure that the theme of Anti-Bullying is included within the PSHE scheme of work.
- Encourage awareness through the Jigsaw programme.
- Lead the Anti-Bullying Theme Week during the school year.

The role of Parents is to:

- Contact their child's class teacher immediately if they suspect that their child might be bullied or may be the perpetrator of bullying.
- Support the anti-bullying policy and actively encourage their child to be a positive member of the school community.

The role of the pupil is to:

- Make our school a happy, friendly and safe place by following our Class and Playground charter and School charter.
- Tell an adult in school if they believe someone is being bullied.
- Respect and support all others.

## **Review of Policy**

This policy will be monitored, reviewed and adapted in light of changing circumstances, priorities and new government regulations. Whole school reviews will take place in line with the School Development Plan.

This policy should be read in conjunction with all other policies, in particular Behaviour, Child Protection, PSHE, Race Equality, Confidentiality and Teaching and Learning.

## Appendix A

### General advice on how to deal with incidents of bullying

1. Talk to the child who has been bullied. Ensure they understand that it is not their fault. Record what happened and their feelings. Reassure them we will work hard to resolve the issue.
2. Meet the child or children who perpetrated the bullying. This may be separately or as a group. Record what happened and their feelings.
3. Explain the problem to the perpetrator/s. Look at the problem from both sides. Encourage empathy (Imagine how the child who has been bullied feels).
4. Ask the perpetrator for solutions (how can you help to solve this problem?)
5. Meet with the child who has been bullied to explain what will happen next.
6. Monitor the situation regularly until the child feels safe and the bullying behaviour has ceased. Monitoring should be undertaken by a member of the senior leadership team in conjunction with the class teacher

## Appendix B

DfE Guidance 'Preventing and tackling bullying' 2017 has been consulted during this review.