

WIMBORNE JUNIOR SCHOOL



Anti-Bullying Policy

Context

There are many differently worded definitions of bullying and most contain several key features. However, bullying is an emotive issue and confusion can arise about what constitutes bullying and this can have damaging consequences for children and young people. As a result of work carried out by the Local Authority (LA) Behaviour and Attendance Working Party, we have adopted the following definition:

“Bullying is an attitude rather than an act. It can be identified as bullying only by measuring the effects the acts have on the identified child/children. It may take the form of a repeated attack physically, psychologically, socially, with the intention of causing distress for their own gratification.”

Rationale

Bullying is action taken by one or more children with the deliberate intention of hurting or causing continuing distress to another child in order for the bully to gain power or status. Bullying can include ostracising, name-calling, teasing, threatening, extorting, physically intimidating and assaulting children. These incidents may be related to race, gender, sexual orientation or disability and should be dealt with in accordance with our Equal opportunities and Racial Harassment Policies.

Wimborne Junior School believes 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.

Bullying is always likely to occur to some extent and must be considered as an important aspect of our Behaviour Management Policy.

Aims

- To give a consistent school response to any bullying incidents that may occur.
- To provide a safe and secure environment where all can learn without anxiety.
- To reassure children that they will be listened to and will know that it is all right to tell a member of staff.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- To listen to parents and keep them informed of actions taken in response to a complaint.
- To undertake a full investigation following any report of bullying with detailed records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.
- To check within two weeks, and again within the following half-term, that the bullying has not re-occurred.

"Reach for the stars"

Sincerity, Teamwork, Achievement, Respect

- To monitor incidents of bullying during the school year and to report to the Governors and L.A as required. This will be carried out by the Senior Leadership Team (SLT) through the Behaviour Management Policy of the school.
- To guarantee confidentiality and support for those being bullied.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy annually. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a committee of the governing body.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying policy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher will ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher will draw the attention of children to this fact regularly. If an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher will ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher will actively promote the school ethos of mutual support and praise for success.

The role of the teacher

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen to children in their class in their class behaviour file. These records will apply to both bully and victim. Teachers inform all relevant staff of any incidents of bullying that they are aware of in the school.

We keep an anti-bullying folder in the Headteacher's office, where copies of all recorded incidents are kept. This will enable the SLT, Headteacher and governors to have an overview of bullying incidents throughout the school.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong and we endeavour to help the child change their behaviour in future. Teachers also use assemblies and circle times to address bullying issues; to remind, reinforce and discuss behaviours accepted throughout the school.

If a child is repeatedly involved in bullying other children, we inform the Headteacher and the SLT. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as social services.

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 children, we aim to prevent incidents of bullying.

The role of the parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. This may be followed by contacting the Headteacher and by writing to the Governing Body if the situation does not improve.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

The role of parents in promoting resilience

All children, even the most fortunate, suffer emotional injuries. At home, in school and on the playground, all children experience disappointment, frustration and failure; criticism and disapproval; and exclusion by peers. In every family, there will be moments of anger and misunderstanding.

As parents, it is important for us to recognize these common injuries and provide some healing of a child's discouragement and anger. Often, a simple acknowledgment of their disappointment or frustration is all that is necessary.

They learn that, although it is not always easy, moments of anxiety, sadness and anger are moments and can be repaired. Children learn invaluable lessons from moments of repair. Disappointments, in themselves and in others, are part of life, and feelings of anger and unfairness do not last forever.

Then we can help them put their disappointments in perspective. We can remind them (when they are ready to hear it) of the good things they have done and will be able to do, and that no one succeeds all the time.

Strategies for Dealing with Bullying

In dealing with bullying, staff at Wimborne Junior School follow these fundamental guidelines.

- ◆ Never ignore suspected bullying.
- ◆ Do not make premature assumptions.
- ◆ Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- ◆ Adopt a problem-solving approach that moves pupils forward from self-justification.
- ◆ Follow up proven cases to check bullying has not returned.
- ◆ Keep detailed records.

Strategies have been introduced at Wimborne Junior School to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy, increased understanding for victims and teaching pupils how to manage relationships in a constructive way.

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures of Wimborne Junior School should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed up by the Headteacher and/or a member of the Senior Leadership Team. The nature of the bullying with the 'victim' should be discussed at length, recording all the facts. This will require patience and understanding. The procedure will be as follows:

1. Record the incident on the proforma provided.
2. Identify the bully/bullies and any witnesses.
3. Interview any witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at Wimborne Junior School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim.
8. Sanctions for the bully include:
 - withdrawal from favoured activities, for example a school visit
 - loss of break times for a period of time to be decided
 - excluded from school during lunchtimes for a period of 2 days
 - fixed period of exclusion from school.

9. Provide ELSA support for the victim with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Provide ELSA support for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.

In order to reduce incidents of bullying and recognise bullies at Wimborne Junior School, all staff should watch for early signs of distress in pupils. We listen, believe, and act.

Bullying off the School Premises and Cyber Bullying

Wimborne Junior School is not directly responsible for dealing with bullying which occurs off the school premises. However, if both the victim and the bully are from our school notification will be required as the incident that has occurred may influence progress within the school. It will be necessary to ensure that parents are informed.

Where possible, Wimborne Junior School will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- ◆ Talk to the Headteacher of another school whose pupils are bullying off school premises.
- ◆ Talk to the Police about problems on the local streets.
- ◆ Talk to pupils about how to avoid or handle bullying situations.

Wimborne Junior School will not tolerate the bullying of pupils through the misuse of the internet, such as email and social media, or through the use of mobile phones for calls or text messaging.

For more details refer to school's Internet Policy.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

Wimborne Junior School will not tolerate bullying against anyone because of their race, gender, sexual orientation or disability in line with the Equality Act. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Wimborne Junior School has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

Wimborne Junior School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body.

Sexual Bullying

Sexual bullying has an impact on both genders. A sexual assault will lead to the fixed –term exclusion of the perpetrator from Wimborne Junior School. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Wimborne Junior School's strategies to deal with sexual bullying include:

- ◆ Developing understanding of gender relations.
- ◆ Exploring sexism and sexual bullying in PSHE lessons.
- ◆ Using single-sex groups to discuss sensitive issues.
- ◆ Ensuring the school site is well supervised, especially in areas where children might be vulnerable.
- ◆ Implementing appropriate discipline procedures as appropriate.

We will guarantee confidentiality and support for those being bullied.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- ◆ Awareness by staff that homophobic bullying can occur.
- ◆ Challenging homophobic language and explore pupils' understanding – they might not understand the impact.
- ◆ Guaranteeing confidentiality and support for those being bullied.
- ◆ Implement discipline procedures if the bullying warrants it.

We will guarantee confidentiality and support for those being bullied.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Wimborne Junior School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. If the bullying is serious, a member of the SLT will undertake a full investigation, including a full discussion with witnesses, recording incidents on the incident proforma and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

We will guarantee confidentiality and support for those being bullied.

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 annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Agreed date July 2017

Review date July 2019