



Anti-bullying Policy

November 2018

Approved by GB: November 2018

Next review due: February 2021

Purpose

At Churchfields Junior School we take all allegations and incidents of bullying and harassment seriously and all bullying and harassment of any sort is therefore unacceptable. We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Pupils are encouraged to treat others as they wish to be treated themselves and to safe guard the rights of others.

Bullying and harassment of any kind is unacceptable at our school. If bullying or harassment do occur, all pupils should be able to tell and know that all incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying or harassment is happening is expected to tell the staff. If pupils see or hear about bullying or harassment taking place, they are encouraged to speak up and come forward to establish the truth and end the unpleasantness. To have knowledge of bullying or harassment and not speak up is to condone this behaviour.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and children, and has full agreement of the Governing Body.

All staff, including support staff, are fully aware of their role in its implementation. Staff has access to the Policy via the *Staff Room* on *Frontier* and on the school's server via the Teacher's Drive. It is also available on the school's website for the wider school community.

Aims

To prevent and deal with any behaviour deemed as bullying or harassment, and to promote an ethos where bullying and harassment are viewed as completely unacceptable, we, as a school, aim to:

- provide a learning environment free from any threat or fear;
- strive to eradicate instances in which pupils are made to feel frightened, excluded or unhappy;
- make children aware of the differences between accidental harm and bullying;
- establish and sustain a clear and consistent procedure for dealing with bullying and provide support to pupils that have been bullied;
- ensure all staff and pupils are aware of the policy and fulfil their obligations to it;
- encourage children to report all instances of bullying.

What is bullying and harassment?

Harassment is when someone behaves in a way which offends or makes somebody feel distressed or intimidated. This could be abusive comments or jokes, graffiti or insulting gestures. It can happen on its own or alongside other forms of discrimination. Harassment is a form of discrimination under the Equality Act 2010 and children need to learn that this behaviour is not accepted. Harassment is where the behaviour is meant to or has the effect of either:

- violating dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment.

The behaviour is regarded as harassment even if the child harassing didn't mean to offend or intimidate, as long as the harassment has one of the above effects and it is considered reasonable to feel those effects as a result of the behaviour.

Harassment is unlawful under the Equality Act if it's because of or connected to one of these things:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act calls these things **protected characteristics**. Harassment because of one of these characteristics is called **harassment related to a protected characteristic**. Some children might experience this because of a protected characteristic that a parent has.

Bullying is a repeated series of deliberate actions which causes another person harm or distress.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting;
- Physical – pushing, kicking, hitting, punching or any use of violence;
- Racist – racial taunts, graffiti, gestures;
- Sexual – unwanted sexual contact or sexually abusive comments;
- Homophobic – because of or focussing on the issue of sexuality;
- Verbal – name calling, sarcasm, spreading rumours, teasing;
- Cyber – All areas of the internet, mobile phone threats by text messaging or calls, misuse of camera and video facilities.
- Repeated harassment – repeated behaviour that is meant to or has the effect of creating an intimidating, hostile, degrading, humiliating or offensive environment and may be connected to a protected characteristic.

Why is it important to respond to bullying and harassment?

Bullying hurts. No-one deserves to be a victim of bullying. Everyone has a right to be treated with respect. People who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Actions to tackle bullying and harassment

Prevention is better than cure so we will be vigilant for signs of bullying and harassment and always take reports of incidents seriously. We will use various ways to reinforce the ethos of the school and help pupils to develop strategies to combat bullying type behaviour (see appendix 1 and 2).

These include:

- The curriculum, especially PSHE, RE, Drama and Literacy;
- Assemblies;
- Circle time to enable children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying;
- Display of information for children;
- Leaflet on anti-bullying in classrooms;
- Making parents aware of the policy and discussing anti-bullying openly e.g. at parents' consultations;
- Having clubs available that will develop self esteem e.g. social skills;
- Teaching assertiveness techniques;
- Recognising appropriate social behaviour, which is a good role model, through merit certificates, golden tokens and the 'Going for Gold' Churchfields Behaviour Management policy;
- By staff training that can be disseminated to the children;
- Community involvement where appropriate, e.g. community police.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff. Staff use the CPOMS system which also informs the Head Teacher.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of those possible signs and that they should investigate if a child:

- Is frightened of walking to or from school;
- Does not want to go on the school/public bus;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins truanting;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the mornings;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions go 'missing';

- Asks for money or starts stealing money (to pay bully);
- Has dinner or other monies continually 'lost';
- Has unexplained cuts or bruises;
- Comes home starving (money/lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Actions and consequences

- All parties will be interviewed and incidents recorded;
- School based consequences or counselling with teacher or support staff;
- Agreement will be reached on the action to rectify the situation;
- Appropriate punishment will be given;
- Parents contacted of both the bully and the victim of bullying to discuss incidences;
- In extreme circumstances, suspension or exclusion will be sought for pupils who persistently bully others;
- Any case of retaliation against a person for reporting bullying will be treated seriously;
- The needs of the victim will be respected at all times;
- Appropriate support for the victim to handle bullying will be given, both individually and as an explicit part of the curriculum.
- An attempt will be made to help the perpetrator change their behaviour

Staff responsibilities

All incidences of bullying or harassment should be reported to the class teacher.

The class teacher then makes the decision whether it needs to be taken further. They can report the incident to the Team Leader, Behaviour Leader, Deputy Head, Assistant Head, or Head Teacher who will decide, with the class teacher, whether it still needs to go further.

All incidents of bullying will be recorded by the Senior Leadership Team, (SLT), in the Behaviour File with records for each child. Parents / carers will be invited in to school to meet with the child's teacher and / or members of SLT. Staff will use CPOMS to record and share information.

Bullying outside of the school

We know that bullying can occur outside the school gates and on journeys to and from school and this may affect a child's behaviour or performance at school. The bullying may be done by pupils from our own school, by pupils from other schools or by children 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 Head Teacher of another school whose pupils are bullying;
- Give advice to parents on who to contact for support or action.

Parent responsibilities

If parents are aware that their child has been involved in any incidents of harassment or bullying, they should:

- Listen to their child and try to remain calm. An emotional reaction can worry the child so they will not tell of their concerns.
- Make an appointment to see the class teacher to share the concerns.
- Give the class teacher the facts.
- Reassure their child the school will deal with the incident.

Peer support programme

At Churchfields Junior, we have developed a successful Mediation programme. The 'Mediators' are children selected from our Year 6 Pupil Advocates. The children undergo a training programme with into the effects of bullying and how to care for younger children who are unhappy because of it. They are also given advice on resolving conflicts.

The children take comfort in knowing that there is someone out there of their own age who will take their concerns seriously. If need be, the Mediators will come and discuss issues with the Pupil Advocate Co-ordinator.

As a school we recognise that some children may not have friends, therefore there is a 'Buddy' bench on the playground where children can meet other children or Pupil Advocates who can help them to join in. Staff and advocates will look out for children who are lonely. They find them a group of children to play with, or will play with them and gradually help them play with others. Children can also be referred to the Social Skills group which is held during lunchtime by a member of staff.

Monitoring and equality impact assessment

The Senior Leadership team will evaluate the effectiveness of the policy and conduct an equality impact assessment through monitoring and scrutiny of reported incidents and questionnaires completed by the children. The Head Teacher will include this analysis in her termly report to the Governing Body.

Review

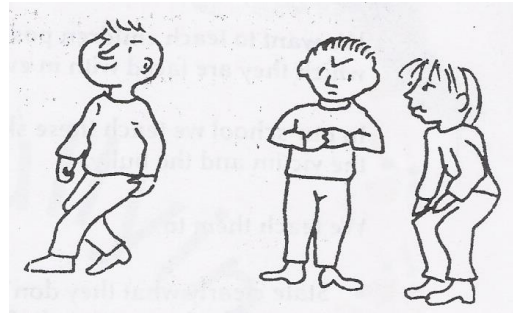
This policy is reviewed by staff and governors every three years. Part of this procedure will be the gathering of views from the staff, children, parents, governors, School Council and the Learning Council on its effectiveness.

Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

STANDING UP FOR YOURSELF

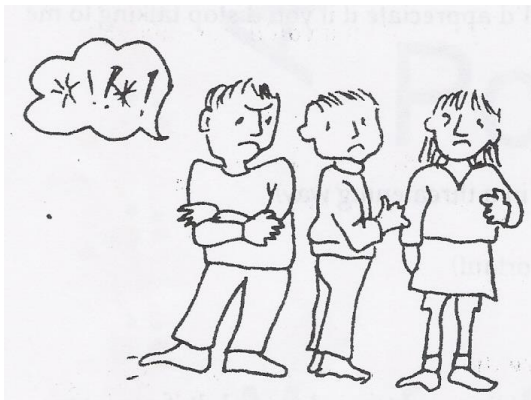
THE COOL WAY IS TO:

- Tell them to stop annoying you or firmly ignore their behaviour and walk away from them
- Speak in a firm, not angry voice
- Look in their eyes firmly (but not in a threatening way)
- Stay in control of yourself



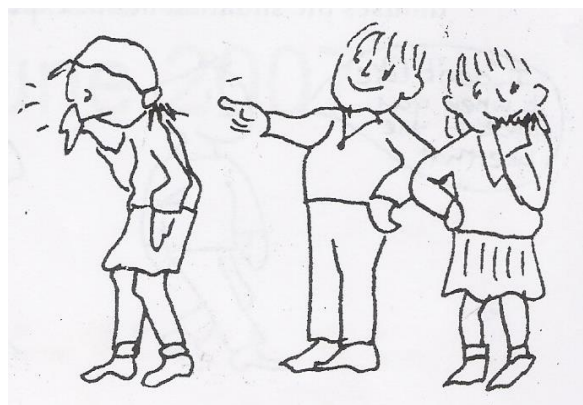
THE AGGRO WAY IS TO:

- Push, punch, trip or kick another person
- Speak discourteously
- Use insults and put-downs
- Call people names, make blaming comments, or try to make people feel ashamed
- Have a really angry expression on your face
- Shout and yell
- Swear
- Stand close to the person and act in a threatening manner
- Lose control of yourself



THE WEAK WAY IS TO:

- Give in to others when you don't want to
- Let other people continue to do bad things to you
- Talk quietly, mumble or speak hesitantly
- Cry, sulk or sob without trying to deal with the problem yourself first
- Look down at the ground when you are speaking
- Stand small, as if you are trying to hide



POSITIVE TRAINING FOR DEALING WITH BULLIES

We want to teach children positive ways of dealing with conflict situations which they are faced with in everyday life.

In our school we teach these skills through role play from the point of view of the bullied and the bully.

We teach them to:

- state clearly what they don't like: "I don't like it when you kick me / talk to me like that....."
- speak in a firm, not angry voice
- look in their eyes firmly (but not in a threatening way)
- stand tall (body language is important)
- stay in control of themselves
- walk away (not run) from the situation and towards an adult if necessary

These skills do need to be taught and practised. Most children do not find it easy.

The bully is looking for a very different response from the person they are bullying and it usually diffuses the situation in our experience.

