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# SCHOOL/COMMITTEE POLICY

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## Anti-Bullying Policy



Policy Revision Date	13 <sup>th</sup> November 2020
Review Frequency	3-yearly
Role / Author	Head Teacher /P Shaw
Governing Body Committee/HT	Curriculum (Review), FGB (Approve)
Date of GB Meeting/HT review for approval	16 <sup>th</sup> November, 2020
Due with Clerk to Governors (where applicable)	7 days prior to GB meeting
Governing Body/HT Approval Date	23 <sup>rd</sup> November, 2020
Status (draft / approved)	Approved
Date Policy Due for review:	22 <sup>nd</sup> November, 2023

Note:

*Please ensure tracked changes are used to highlight changes from the last approved version. The document status should be 'Draft'.*

*Once the changes have been approved by the Governing Body, the tracked changes can be accepted and the document status changed to 'Approved'.*



## Policy Review

The following list must be completed prior to submission to the relevant Governing Body meeting/HT for approval.

Links with other Policies	Safeguarding & Behaviour Policies and Equalities Statement
Model or Locally Produced	Locally Produced
Are changes to model policy or previous policy clearly identified (e.g. track changes)	Track Changes enabled
In the view of the HT is the policy related to High, Medium or Low Risk activity to the school	High
What are the likely consequences to school of non-compliance	Potential serious harm to pupils' wellbeing and safety
Are the governors/SLT accountabilities clearly identified	
Are other accountabilities clearly identified	
Are there any particular issues/risks associated with implementation/operation of policy	Risk of non-compliance if staff do not apply policy consistently. Once adopted this will be mitigated by issue through staff briefing process and followed up in team meetings.
How will policy effectiveness be evaluated	Through tracking of incidents logged on CPOMS and Parent/Pupil surveys
How will HT report to governors on effectiveness and when	Through HT report In line with Governor annual meeting planner.
When will the policy next be due for renewal (for statutory compliance)	
Does the policy impact on available resources	



## 1. Statement of Intent

Everyone at Elson Junior School has the right to feel welcome, safe and happy. This will mean that all members of our community are able to achieve to their maximum potential. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. Bullying prevents If bullying does occur, the victims should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell some-one in line with our procedures.

## 2. What Is Bullying?

*Bullying is behaviour by an individual or group, usually **repeated over time**, which **intentionally hurts** another individual or group either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people. Bullying results in pain and distress to the victim.*

Bullying can be:

Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, 'looks' talking about someone to others)

Physical - pushing, kicking, hitting, punching or any use of violence

Racist - racial taunts, graffiti, gestures

Sexual - unwanted physical 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 internet ,such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities

## 3. Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

## 4. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## 5. Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't 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 to truant
- 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 morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " 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
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

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

## 6. Procedures

Single instances of bullying or aggressive behaviour will be dealt with as stated in the schools' Behaviour Policy.

Our school expectations and the consistent approach to behaviour (See Behaviour Policy), promote good behaviour choices and encourage children to have respect for each other and other people's property. Staff regularly discuss behaviour with children and reassure children that staff are serious about bullying.

Expectations of behaviour are reinforced by all staff both inside and outside the classroom and staff are vigilant at break and lunchtimes regarding the interactions and behaviours of individuals and groups of children.

The message is reinforced by staff that children do not have to be friends with everyone else but they must respect the feelings of other and everyone is expected to behave with compassion towards others in our community. Children are also supported in building positive peer relationships through class discussion, circle time and interventions led by our pastoral support team.

Incidents of bullying that have been reported to staff will be dealt with in the following way:

- The incident will be dealt with immediately by the staff member to whom it is reported.
- A clear account of the incident will be recorded, see Appendix 1, and given to a member of the Leadership Team
- Statements will be taken from all the children involved
- Parents will be kept informed
- Consequences will be in line with the Behaviour Policy and in consultation with the parties concerned.
- Actions to challenge, correct and teach will be identified
- Class teachers will be kept informed and, if bullying persists, they will report it immediately to a member of the Leadership Team
- A period of monitoring will be established to ensure any bullying is effectively dealt with.
- Where appropriate risk assessments will be used to set out preventative measures.



- If necessary and appropriate, police will be consulted when bullying incidents involve a criminal offense or a civil breach of the law. For example, this could include: physical assault, cyber harassment and racist incidents

## 7. Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- In serious cases, fixed term or permanent exclusion will be considered.

## 8. Recording

- The incidents will be recorded by staff using the form in appendix 1.
- All racist incidents will be recorded on the Hampshire Bullying and Racist Incident Record Form

## 9. Disciplinary Steps

The following disciplinary steps may be taken:

- Official warnings to cease
- Detention
- Time working away from their class group
- Exclusion from certain areas of the school or premises
- Parents/Carers to support their child in school
- Lunchtime exclusion
- Fixed-term exclusion
- Permanent exclusion

## 10. Parents Involvement

We expect parents/carers to:

- Support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school
- Discuss friendships and problems their child talks to them about
- Be aware of any early signs of distress
- Support their child and not simply say "go and hit him/her back"
- Speak to their child's class teacher or any member of school staff about any concerns they have
- Support the school's consequences
- Feedback to the school following incidents where their child has bullied or been bullied.

## 11. Prevention

The prevention of bullying and aggressive behaviour is an integral part of the ethos of the school.

- At regular intervals children will be reminded of the issues surrounding bullying and the importance of letting adults know when bullying is happening. This will be done in assemblies, circle time and as part of the PSHE curriculum.
- The school commits to the Anti-Bullying Week in November each year.



Appendix 1

**Bullying Incident Report**

Reported by:	Role:
Date(s) of incident(s):	
Time(s) of incident(s):	
Location of incident (s)	

Bullying incident related to: tick or highlight all that apply	
<ul style="list-style-type: none"> <li>• Gender</li> <li>• SEND</li> <li>• Race</li> <li>• Age</li> </ul>	<ul style="list-style-type: none"> <li>• Appearance</li> <li>• Health Condition</li> <li>• Sexual Orientation</li> <li>• Religion or culture (define)</li> </ul>

Form of bullying used: tick or highlight all that apply	
<ul style="list-style-type: none"> <li>• Physical aggression</li> <li>• Deliberately excluding</li> <li>• Name calling and teasing</li> <li>• Cyber bullying</li> <li>• Extortion</li> </ul>	<ul style="list-style-type: none"> <li>• Damaging or taking personal possessions</li> <li>• Spreading rumours</li> <li>• Verbal threats</li> <li>• Other (define)</li> </ul>

Frequency and duration of bullying behaviour:
<ul style="list-style-type: none"> <li>• Once or twice</li> <li>• Several times a week</li> <li>• Persisting over two months</li> <li>• Persisting for more than a year</li> </ul>

Details of people involved							
Role – ringleader, outsider, reinforce, assistant, defender, victim							
Level of involvement: 1=very involved 2=involved 3= slightly involved 4=only indirectly involved							
Child	Involvement	Role	Gender	Age	Ethnic Origin	SEND/LAC	



Other notes on incident: including relevant previous behaviour

Checklist: Tick as appropriate:	
Does incident involve same person? Yes/No	Has follow up date been set? Yes/No
Have parents/carers been notified? Yes/No	Has action been agreed with victim? Yes/No
Had individual discussions with all? Yes/No	Has action been agreed with perpetrator? Yes/No
Had group discussions with all? Yes/No	Are notes and comments attached? Yes/No

Other Actions

Other Actions	
Medical treatment required?	Police involvement?
Report to Governors?	Referral to other agencies? (Detail)
Specific report from staff attached?	Other?

Details of actions agreed with everyone involved – including parents and carers where appropriate:

Completed by:	Role:	Date:
Checked by:	Role:	Date:

Outcome of follow up and further actions taken:

Has the bullying stopped? Yes/No

Describe any other outcomes, who was involved and when they occurred:

Is any further action required?