

Church Hill C of E Junior School

Let Your Light Shine



Together Everyone Achieves More ... The Church Hill Way

Anti-Bullying Policy

2019 - 2023

Signed by:

Date:

Approved by Governor

Date:

Signed on behalf of the Governing body:
(Chair of Governors)

Next Review Date: July 2023

Church Hill C of E Junior School

ANTI-BULLYING POLICY

Safeguarding Statement

At Church Hill C of E Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm in this way we try to encourage an individual child's light to shine. We do not tolerate any form of anti-social behaviour. This is the responsibility of every adult employed by, or invited to deliver services at our school. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and we have zero tolerance on all types of bullying.

Statement of Intent

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 (physical, verbal, psychological, homophobic, biphobic, sexual, transphobic or cyber-bullying) is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff. Church Hill C of E Junior School has zero tolerance on bullying.

Actively living Christian Values such as respect, responsibility and fairness, encourages staff, pupils and parents to make a difference within our community by letting God's light shine.

The perpetrator/ perpetrators will be asked to genuinely apologise. Additional consequences may take place – inclusion, exclusion, SEAL work with both the target and perpetrator. In this way we encourage an individual child's light to shine again.

If possible, the pupils will be reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored by the Headteacher, class teacher, and lunchtime staff to ensure repeated bullying does not take place in our school.

What is Bullying?

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally

- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault – hitting, spitting, kicking, damage to belongings
- verbal - teasing , insults, nasty comments, name calling, making threats
- Psychological - making threats, rumours, social exclusion, isolation
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)
- racial, religious, cultural – skin colour, cultural activities, nationality, faith
- SEN and Disabilities – appearance, disfigurement, severe skin condition, health conditions, mental health, sensory impairments,
- home circumstances – young carers, where they live, whom they live with, parent or sibling mental or physical disability
- Homophobic, biphobic – due to sexual orientation, prejudice or negative attitudes about lesbian, gay or bi people.
- Transphobic – relates to gender identity, prejudice or negative attitudes, views or beliefs about trans people.
- Sexual bullying – relating to gender, body, sexual or sexist comments, touching

DFE guidance (2012) defines bullying as “*behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally*”. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). It results in pain and distress to the victim. There is a difference between bullying and the ‘falling out’ that both children and adults can experience, where friendships are soon restored. Bullying is the systematic and persistent use of aggression with the intention of hurting another person.

Why is it Important for School to Respond to Bullying?

Bullying hurts. No-one deserves to be a target of bullying and everybody has the right to be treated with respect. Adults or pupils who are bullying need to learn different ways of behaving. As a school we have a responsibility to respond promptly and effectively to any issues of bullying.

Head teachers have the legal power to discipline for behaviour, including bullying, outside school (e.g. at the park, on the way home or within the local community). School staff can also choose to report bullying to the police or local council.

Prevention

The systems in school encourages appropriate behaviour and this is supported in our Personal Social Health Citizenship Education (PSHCE) and Social & Emotional Aspects of Learning (SEAL) delivery. Anti-bullying procedures are also in place to prevent, detect and manage such unacceptable behaviour effectively in the classroom and outside on the playground during breaks and lunches (Please see Behaviour Policy). Anti-Bullying training is carried out annually, internally within the school, and is delivered to all lunchtime staff, support staff and teachers. A log is kept and signed to ensure no member has been missed.

A House System is now embedded which encourages buddies across the school. These individuals are key points of contact to raise awareness of bullying and mentor vulnerable pupils. These pupils also carry out questionnaires and pupil interviews. The School Council also supports this role through their fortnightly meetings and use of the 'Worry Box'.

The Role of Governors

The Governing Body supports Mrs Kirk (Head Teacher) and the staff in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying in or related to the school setting, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Governing Body monitors any incidents of bullying that do occur and regularly reviews the effectiveness of this policy. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on the effectiveness of school anti-bullying strategies.

Identify one governor to be the nominated 'link' within the leadership structure. Our governor is Miss Louise Holmes.

Through the development and implementation of this policy, we at Church Hill C of E Junior School hope that all children, parents/carers and staff will:

- Feel confident that everything is being done to make our school a safe and secure environment in which quality learning can then take place
- Feel supported in reporting incidents of bullying, including cyber bullying
- Remember that at Church Hill C of E Junior School we are to be a 'listening, telling' school and be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will be taken.

This is achieved through our proactive strategies including:

- Involvement of children in all aspects of school life.
- Annual surveys.
- Keeping parents informed.
- Addressing bullying.
- Home-School agreement.
- Anti-Bullying Charter.
- Permanent Anti-Bullying display where children pass daily.

- Bullying addressed each term through class, year group, whole school assemblies, circle time and PHSE lessons.
- The school will take every opportunity to promote whole school initiatives such as anti-bullying week.
- Awareness of and actions to avoid Internet and cyber bullying taught as part of PSHE in each year group

The Role of Parents

No parent likes to think about their child being bullied or, even worse, being a perpetrator (the guilty party) but the fact is, more than half of all children are involved – either as a perpetrator, target or witness. So, there's a good chance you'll have to deal with it at some point. If your child is being bullied there are things you can do to help them.

- Listen without getting angry or upset
- Put your own feelings aside, sit down and actually listen to what your child is telling you – then show you have done so by 'playing back' to them what you hear.
- Ask your child: "How do you want me to take this forward?" rather than just taking over so they don't feel excluded from deciding what to do or end up even more stressed/worried than they were already.
- Reassure your child it's not their fault. There's still a stigma attached to bullying and some children feel they've brought it upon themselves. Remind them that many celebrities have been bullied too. Being bullied isn't about being weak and being a perpetrator isn't about being strong.
- Encourage your child to try to appear confident - even if they don't feel it. Body language and tone of voice speak volumes.
- Sometimes people say nasty things because they want a certain reaction or to cause upset, so if your child gives them the impression they're not bothered, the perpetrators' are more likely to stop. Role-play bullying scenarios and practice your child's responses. Talk about how our voices, bodies and faces send messages just the same way our words do.
- Don't let the bullying dominate their life. Help your child develop new skills in a new area. This might mean encouraging them to join a club or activity like drama or self-defence. This builds confidence, helps keep the problem in perspective and offers a chance to make new friends. Ease up on pressure in other less-important areas like nagging about an untidy bedroom.

Remember to report your concerns to any of the following:

- Your child's class teacher
- Your child's Head of Year
- An Assistant Head teacher (Mrs Brown or Mrs Sudera)
- The Head teacher (Mrs Kirk)

Things to avoid

- Don't charge off demanding to see the head teacher, the perpetrator or the perpetrators' parents. This is usually the very reaction children dread and, according to 'Child Line's' counsellors, can cause bullying to get worse.
- Never tell your child to hit or shout names back - it just adds to their stress and anxiety.
- Never dismiss their experience: If your child has plucked up the courage to tell you about bullying, it's crushing to be told to "sort it out yourself" or "it's all part of growing up." Don't tell them to ignore it - This only teaches them that bullying has to be tolerated, rather than stopped – and sets them up for further bullying in the future.

Objectives of this Policy

The key objectives of this anti-bullying policy are to ensure:

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

Signs and Symptoms

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

- Is frightened of making the journey to or from school;
- Changes their usual routine;
- Is unwilling to attend school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide
- Absconds from school/ educational visit;
- Frequently reports they feel ill (where no known cause of illness is known or detected);
- Begins to do poorly in school work;
- Attends school in clothes torn or with damaged books/ equipment;
- Has possessions which are damaged or 'go missing';
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;

- Stops eating;
- Is frightened when questioned 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.

What can children do if they are being bullied?

Each term or when incidents occur, class teacher will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon, tell a teacher or another grown up you trust as soon as possible.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are, it is good to be individual.
- Try not to show that you are upset, it is hard, but a bully thrives on someone else's fear.
- Stay with a group of friends / people. There is safety in numbers.
- Be assertive – shout **NO**. Walk confidently away. Go straight to a teacher or other member of staff.
- Fighting back may make things worse.
- Teachers will take you seriously and will deal with the bullies in a way, which will end the bullying and will not make things worse for you.
- Do not be a 'bystander' if you see anyone being bullied or you are concerned about the way someone is being treated – talk to an adult.
- If you're reporting cyberbullying, keep a record of the date and time of the calls, emails or texts - don't delete any messages you receive.

Our Reactive Strategies

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as the tormentors (perpetrators') are often victims too - that is why they bully.

- We will act as role models of caring and tolerant behaviour.
- The Governing Body and SMT will monitor bullying.
- We will listen to reports of bullying from the target and any witnesses.
- We will talk over what has happened with the aggressor, to discover why they became involved, and to make it clear that bullying is not tolerated at Church Hill C of E Junior School.
- If the provoker owns up then sanctions and procedures outlined in the Behaviour Policy will be followed.
- If the suspected provoker does not own up, we will investigate further. If it is clear that they have been involved then sanctions will follow as above.
- We will endeavour to protect the victim from further harm and act to prevent the behaviour reoccurring.
- Where a child feels unsafe they will be given a "red card" which will give them access to the Headteacher, or in her absence her Assistant Headteachers, at any time.

- We will give strategies to children who have been targeted to empower them and counselling if appropriate.
- We will record all reported incidents in Personal and Social files and / or lunchtime log.
- Perpetrators will be receive a support programme to prevent reoccurrence of poor choices.
- Report all incidents of bullying to the Headteacher.
- Explicitly teach bullying awareness through class room teaching, circle time and assemblies.
- We will continue to monitor the situation to ensure no repetition.
- Monitored by the School Governors who will receive a report on the number of incidents but not names at their Governor's meetings.

Procedures

In this school, pupils will be encouraged to report/discuss any behaviour they are not happy with. Initially teachers will try to deal with any incident in a supportive low key manner to avoid further distress. This may be:

- Face to face talks;
- Taken as a theme in a class PSHE / SEAL discussion if the bullied child is more at ease with this.

When a bullying incident has come to the attention of Church Hill C of E Junior School, it will always be taken seriously, investigated and actioned. However, we cannot report back to the parent/carer of any child except their own.

Church Hill C of E Junior School will:

- Talk the incident through with all parties involved
- Support the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Explore the use of Restorative Approaches
- Discuss which rule(s) have been broken
- Discuss strategies for making amends

Actions will be in line with our behaviour policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Restorative Approaches
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the Headteacher expressing concerns
- Time out from the classroom
- Pastoral support plan
- Fixed term exclusion
- Permanent exclusion

Desired outcomes of such action:

1. The perpetrator/ perpetrators will be asked to genuinely apologise. Additional consequences may take place – inclusion, exclusion, SEAL work with both the target and perpetrator.
2. If possible, the pupils will be reconciled.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored by the Headteacher, class teacher, and lunchtime staff to ensure repeated bullying does not take place.

December 2019

APPENDIX A

All STAFF

Advice on when reacting to a specific incident using the Preventing and Tackling Bullying Guidelines October 2014 document.

Before recording an incident it may be useful for staff to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

Although incidents may not be bullying, they should always be followed up thoroughly in school and dealt with appropriately with timeliness and sensitivity.

All incidents of bullying (as defined in our policy) will be recorded by the school:

- in our Behaviour log
- Reported to governors at FGB meetings
- discussed regularly at staff meetings
- Parents will be invited into school both victim and perpetrator
- Exclusions/inclusions will take place where appropriate
- Police will be informed where necessary*
- Work with ASB Team

The Headteacher will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with.

All discussions and actions relating to the incident/investigation will be documented.

*Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Advise to call 999 if you or someone else is in immediate danger.

APPENDIX B ADDITIONAL INFORMATION FOR PARENTS

Whenever a bullying incident is discovered, we will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?
- (Although incidents may not be bullying they should always be followed up thoroughly in school and dealt with appropriately.)

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- Fixed term exclusion
- Permanent exclusion

APPENDIX C

Key elements of an effective policy monitored by the school:

Is there a shared understanding of what constitutes bullying across the setting?

Children, young people, staff, governors/trustees, parents/carers are all involved in the policy

Are the views of children and young people on the extent and nature of bullying canvassed regularly?

Questionnaires, circle time, PHSE and pupil interviews

Is it clear how children can contribute ideas about how to tackle bullying?

School council, circle time, school's 'suggestion box', school's 'Worry Box'

Is there a safe and secure means of complaining about bullying?

Do children feel able to tell a member of staff if they are being bullied, or if they have seen someone else being bullied or that someone is bullying?

All children have an adult in school they feel comfortable talking to or the Headteacher – as she has an open-door policy to children

Do children feel that there will be consistent response whichever member of staff they tell?

This feedback comes through: Questionnaires, circle time, PHSE and pupil interviews

Is bullying dealt with promptly? Is bullying dealt with consistently and fairly?

Always as evidenced in Ofsted report and feedback comes through: Questionnaires, circle time, PHSE and pupil interviews

Are children aware of sanctions that may be applied to cases of bullying?

Yes through child friendly policy negotiated with school council, PSHE, welcome weeks, displays and school policy

Are children who display bullying behaviour supported to change their behaviour?

Yes as follow up sessions take place for an appropriate period after an incident with both child individually and parents with Headteacher/Assistant Headteacher/School Pastoral Worker/Midday Manager/Class teacher/support staff.

Do children who are the targets of bullying feel supported?

Yes as follow up sessions take place for an appropriate period after an incident with both child individually and parents.

Is the policy and practice consistent with The Equality Act 2010?

Yes

Has the policy been subject to analysis?

Analysis of: groups of children involved (including vulnerable groups), incidents, time, place, types of bullying

Is support at times of transition and for particularly vulnerable groups clearly identified?

Extra visits in place to feeder schools and liaison with feeder schools as part of transition.

Do all people within the setting respond in line with the whole-setting approach?

Regular monitoring and updates with all staff

Do all people within the setting feel they have had adequate training about bullying and how to respond to it?

As part of the induction process of all staff and regular updates/training as part of the annual training calendar/CPD

Are there peer support schemes in place?

Were implemented 2017/2018 after training

Do visual displays within the setting demonstrate a non-tolerance of bullying and show what help is available from both in and outside the setting (websites, helplines etc)?

Photographic evidence around the school and on Church Hill Way displays. Also evident through website and in home-school planners

Are records kept of incidents of bullying?

By Headteacher and reported to FGB meetings through Headteachers Report

Is the data from this analysed for patterns (people, places, groups)?

Analysis of: groups, incidents, time, place, types of bullying

Does this analysis inform changes to practice?

Yes evidenced through Staff meeting minutes and governors minutes.

Do parents know who to contact if they are worried about bullying?

Yes. Explained on website, in prospectus, displays in school, newsletters