

**Ashbrook Junior School**



**Anti Bullying Policy**

	<u>Date</u>	<u>Minute No.</u>
Approved by Governors	28.11.12 1	4d/5d12
Reviewed by Governors	15.07.14	13/4/14
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## Derbyshire County Council Model Anti Bullying Policy

This MODEL policy is designed for adoption by any schools across all phases (primary, secondary, special, learning centres). It is expected that schools will tailor this model to meet their specific needs with deleting and amending as appropriate.

It is recommended that the development and implementation of the policy is carried out with full consultation with all stakeholders (all staff, governors, children and young people).

Schools have used the following Derbyshire documents:

- The Strategic Framework for Preventing & Tackling Bullying
- Derbyshire Strategy for Preventing & Tackling Bullying

## **Introduction**

At Ashbrook Junior School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

## **Policy Development**

This policy was formulated in consultation with the whole school community with input from:

- Members of staff, governors, parents/carers, children (Pupil Parliament) and other partners (extended schools, visiting external providers in school and external providers off site 14-19 curriculum)
- Pupils contribute to the development of the policy through the Pupil Parliament, circle time discussions, etc.
- The Whole School will develop a Student friendly version to be displayed in the classroom.
- Parents/Carers will be encouraged to contribute by: taking part in written consultations, parent meetings, parent focus groups producing a shorter parent's guide.

## **Roles and Responsibilities**

The Head Teacher - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti -bullying Coordinator in our school is: **Susan Whitehead (Family Resource Worker)**

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Safeguarding is **Pippa Wood**

### **Definition of Bullying**

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’. Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

If, following investigation, the incidents are deemed to be peer conflict, due to not meeting the criteria for bullying behaviour, school will still take the matter seriously and work with all involved parties, using restorative practice, to improve the situation so it isn't repeated.

### **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive, threatening or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories.’

### **Why are children and young people bullied?**

Specific types of bullying include:

- bullying related to race, religion or culture

- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying related to gender identification
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After Children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

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

- Children are encouraged to report all bullying incidents to staff as soon as possible. They can do this directly, or through placing a written message into a 'worries' box, which is opened regularly.
- All incidents will be dealt with sensitively and confidentially and investigated rigorously.
- Teachers will use their professional judgement about the seriousness of the bullying
- Teachers will consider sanctions or punishments depending upon the severity of the bullying. These will be in line with the Behaviour Policy.
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.

## **Recording Bullying and Evaluating the Policy**

- Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator.
- Parents will be informed and asked to come into school to discuss the problem.
- If necessary, we will involve the police.

## **What will the outcome be?**

- Children will be encouraged to behave in a manner which is acceptable to all members of the school community as outlined in the Behaviour Policy. This does not include bullying.
- The bully (bullies) will be helped to address their bullying behaviour and will be helped to understand and change their future behaviour.
- If possible, the children will be reconciled, through restorative conversation or activities.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- If bullying continues, the procedures outlined in the Behaviour Policy will be put into effect, which could ultimately lead to expulsion.
- We expect the bullying behaviour to stop.

Ashbrook Junior School use the Derbyshire County Council format for recording and investigating allegations of bullying.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

## **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at Ashbrook Junior School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Include here your strategies both as part of the curriculum and across the whole school for example

- Restorative Approaches
- Involvement in SEAL including Anti-bullying Unit.
- Group work such as Silver Seal and 'Leading the Way'
- Involvement in Healthy Schools
- Involvement with Forest School and pastoral interventions.
- Anti-Bullying week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice through Pupil Parliament
- Playground Buddying
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes
- School Pastoral Lead is available 3 days a week to support and advise pupils and parents.

**What if you are not satisfied with the outcome of a bullying investigation?**

If you are not happy with the outcome or actions relating to an allegation of bullying, you have a right to complain. A copy of the complaints policy and procedure is available via the school website or by asking at the school office.

**This policy links with and should be read in conjunction with these other policies and documents:**

- Behaviour Policy
- Safeguarding Policy
- Acceptable Use Policy - Cyberbullying and internet safety
- Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability PSHE and Citizenship Policy
- Complaint's policy
- Confidentiality Policy
- Mental Health Policy
- Keeping Children Safe in Education Sept 2018 (Government Guidance Document)