



Ashbrook Junior School

Anti Bullying Policy

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.

Aims of this policy

- To provide all staff with an understanding of the school's position on bullying, the way it seeks to prevent bullying and the process it operates when bullying is discovered.
- To raise awareness concerning bullying amongst all adults associated or working within the school.
- To recognise that bullying constitutes a form of child-on-child abuse and should be recorded as a safeguarding concern and responded to appropriately.
- To eliminate bullying through education and affirmative action.
- The nominated Governor with the responsibility for Safeguarding is **Mrs Pippa Wood**

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms, including name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups, spreading hurtful and untruthful rumours, sharing images and making threats.

Stopping violence and ensuring immediate physical safety is always the first priority but emotional bullying can be more damaging than physical. It is important that all children feel safe at school and that all forms of bullying are treated seriously.

Bullying is often a sign of an unmet need or a need for emotional support by an individual and consideration of the 'bigger picture' of a situation and support required by all children is always considered.

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.'

Prejudice-based and discriminatory bullying

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. We define cyber bullying in the same way as bullying except it is online and often it can be quite difficult to tell who is doing the bullying.

During the school year, pupils receive support within PSHE and Computing lessons about how to stay safe online. This message is reinforced across the curriculum. Workshops by external providers (such as NSPCC) are accessed as part of this programme of work. As with offline bullying, our pupils are familiar with the STOP approach. All incidents are taken very seriously and fully investigated with the support of SLT.

What are our principles?

It is the basic right of all children and young people that they receive their education free from humiliation, oppression and abuse. We have a responsibility to create and maintain a safe and secure environment for all the pupils in our care, so that parents may send their children to school in the confident knowledge that they will be protected from bullies.

All staff will receive training on how to recognise and understand and how to challenge all types of bullying including homophobic language and behaviour.

In the same way all adults at Ashbrook Junior School have the same right to work free from harassment, humiliation and abuse.

Schools response/actions

- Any reported incidents of bullying by children or parents will be promptly investigated and recorded. This evidence may be required to support further actions.
- The SLT will oversee and co-ordinate any reported incidents of bullying, it's subsequent reporting and liaising between staff and parents.
- Support may be needed for children who have instigated the bullying, the victims of bullying and any bystanders. As each situation is different, teachers will use their professional judgement regarding the support provided. Where possible, restorative, solution-focused support will take place.
- A child, may have an Individual Support Plan written for them to support the development of more positive behaviour, or a home/school log/diary. Progress towards steps on the plan will be monitored by the SLT.
- A child may be offered counselling/ additional support and appropriate individualised programmes created.
- All incidents will be dealt with sensitively and confidentially and investigated rigorously.

Implications for Pupils

- Pupils need to understand what bullying is: its causes, effects and methods of prevention.
- Pupils learn about bullying regularly through whole school events such as Antibullying week and through the PSHE curriculum.
- Pupils must accept that they have a duty to themselves and others in the prevention of bullying and taking action should it occur.
- The action taken may be direct, that is intervening in the bullying situation (the difficulties in this are acknowledged and it is preferable that a teacher/school adult should take action) or indirect, reporting bullying or potential bullying to another adult, at home or school.
- Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.
- Pupils are familiar with the STOP approach (Several Times On Purpose; Start Telling Other People).
- There is a child-friendly guide to bullying which is available on the school website.

Implications for Teachers and Other Adults Employed at School

- All discovered bullying must be acted upon as soon as possible and seen to be acted upon.
- It is essential that incidents are carefully recorded and a member of the Senior Leadership Team should be involved in this.
- Written accurate evidence is vital and helps to bring home the seriousness of the incident.
- Statements should be taken from all involved.
- Particular danger periods are breaks and lunchtimes. Teachers on playground duty need to supervise the children actively to try to minimise opportunities for bullying to take place.
- There are implications for pupil management by staff. If bullying strategies are consistently used by staff this reinforces the idea that bullying is a legitimate way of exercising power and control.
- Teaching about bullying is an essential strategy in prevention.

Implications for Parents

- Parents have a key role to play in the identification and prevention of bullying.
- Parents can help identify early signs of possible bullying such as an unwillingness to attend school, pattern of vague headaches, moodiness, requests for extra money or equipment missing.

- If parents think their child or another child is being bullied or is bullying, then they should contact the school immediately. A member of the Senior Leadership Team or the Attendance and Safeguarding Officer is usually available to provide support and advice.
- If the problem only occurs outside the school, the school will try to offer help and support, but it may be necessary to contact the local police.
- A child should not be encouraged to hit back although they may need to defend themselves if physically attacked.
- A child who has a wide circle of friends is less likely to be bullied.
- Parents may unwittingly encourage bullying behaviour if they use this strategy at home themselves. Parents who bully children are reinforcing the ideas that bullying is acceptable.
- Parents should understand the very serious consequences for bullies who continue to bully other children.

Implications for Governors

- Governors must satisfy themselves that the school policy, structure and systems are preventative, yet capable of dealing with bullying should it occur.
- If a pupil persistently threatens the safety, education and welfare of other pupils then governors would be asked to support the use of exclusion, with the use of permanent exclusion as a last resort.
- The Safeguarding Governor (who can be contacted via the school office) is Mrs Pippa Wood.

Implications for Senior Leaders

- In many ways all staff have a role to play in creating a climate and attitude in school which does not sustain bullying. This is mainly concerned with valuing others and treating everyone, their property and the school, with respect.
- Examples to pupils of good practice are essential. It is important that notices around the school are polite and positive, that staff and parents treat each other and the pupils in their care with respect and consideration.
- Particular responsibilities would include:
 - Ensuring policies, practices and consequences are clear to parents and pupils.
 - Supporting all staff, especially the Midday Supervisory Staff, in dealing with bullying should it occur.
 - Providing opportunities for staff training when required.

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.

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 Statement
- Equalities Policy
- Complaints policy
- Mental Health Policy