



# ANTI BULLYING POLICY

September 2017

This policy should be read in conjunction with:-  
Henleaze Junior School Behaviour Policy.  
Henleaze Junior School Anti-Racism Policy.

## Rationale

This policy supports the school's Values Statements arrived at through a consultation with all groups of the school community. These are displayed around the school and underpin every aspect of the school's work and development. The policy complements the school's Behaviour Policy which describes the behaviours which we expect to see in support of those values, and sets out the rewards and sanctions which are used to encourage appropriate behaviours and attitudes.

## Definitions

Bullying is defined as repeated emotional, verbal or physical behaviour, intentional or otherwise, which results in an individual feeling intimidated, undervalued or worthless. Bullies exercise their power, and their victims feel powerless to stop it.

Bullying can take many forms, including:

1. **Physical:** hitting, kicking, taking or hiding belongings
2. **Verbal:** name-calling, teasing, insulting, discriminatory remarks, written notes, phone messages and emails
3. **Emotional:** spreading rumours, excluding from groups, staring, pointing and laughing
4. Combinations of the above, resulting for example in extortion or intimidation

Bullying may take the form of discrimination against particular groups, for example, race, gender, sexual orientation, religion, disability or special educational need.

There is evidence that some of the following may be characteristics of people who either bully or are victims of bullying:

- Lack close friends
- Shy
- Over-protective family environment
- Ethnic minority group
- Disability
- Special educational needs
- Anti-social behaviour

- Arrogant
- Background of poverty or wealth

## **Aims**

1. To ensure that all people (children and adults) in the school community are able to work in a safe and secure environment free from humiliation, harassment, oppression and abuse
2. To clarify for all members of the school community that bullying is not to be tolerated at any level and must be actively discouraged. Everyone must act in a positive way to ensure that bullying is challenged and reported.
3. To ensure that pupils, parents, staff and governors and others are aware of this policy and know that appropriate action will be taken in the event of any incident of bullying, or alleged bullying, being reported.

## **Procedures**

A range of procedures may be used to resolve issues, depending on the circumstances. However, there is a general process which is followed in order to ensure consistency of reporting and monitoring:

1. Listen to the person reporting bullying. Make it clear that you are not looking to apportion blame at this point, but need to establish whether the issue of concern does indeed constitute bullying.
2. Log the incident, recording key details: dates, people involved, nature of bullying
3. Speak to those accused of bullying, and any witnesses. The victim may want to be present at these interviews. Ideally, get the victim and bully together.
4. Report to the Pastoral Care Leader, in the first instance, or a member of the Senior Leadership Team if urgent action is required.
5. Inform parents of bullies and victims that bullying has been taking place
6. Involve parents in discussions about sanctions for the bully and support for the victim.
7. Follow up by asking children at least weekly if there have been any further incidents

In dealing with incidents of bullying it is important to remember:

- Incidents need to be resolved, not just smoothed over
- Those who feel aggrieved want to see justice done
- Everyone has expectations – the children, parents and staff, and they may be unrealistic,
- Blame may not be all on one side: sometimes victims are bullied as a result of their own inappropriate actions

- It may never be possible to prove what really happened; consequences may have to be proportionate with the degree of certainty about alleged events
- Very few incidents can be resolved by the exclusion of the alleged bully from the school
- Bullies are often troubled or needy people. They need to take responsibility for their actions, but also need help and support.

There are two distinctive strands to the school's approach to bullying: **preventative** and **responsive**.

### **Preventative**

- Be alert to possible signs of bullying:
  - Tearfulness or constantly miserable expression
  - Changes in usual behaviour
  - Becoming shy or nervous
  - Bruising on face or body
  - Clinging to adults
  - Deterioration in school work
  - Poor concentration
  - Unwilling to come to school
  - Frequent headaches, stomach aches or complaints about feeling unwell
  - Asking for money from staff or friends
  - Reluctance to leave the classroom at the end of lessons
  - Damage to property
  - Truancy
- Make it easy to tell
  - It is important to create an atmosphere in school where anyone who is being bullied, or others who know about it, feel that they will be listened to and that action will be taken swiftly and sensitively.
  - Every member of staff must react consistently. It is the duty of any member of staff to whom bullying is reported to act upon the information disclosed.
  - Bully boxes in classes and the school office make it easy to make anonymous disclosures
  - Through assembly and circle time, regularly remind that *not* telling means that bullying is likely to continue
- Curriculum

- The school curriculum will be used to raise awareness about bullying behaviour and the school's anti-bullying policy. Through PSHE children learn to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and build an anti-bullying ethos in the school.
- Key platforms for education about bullying are assemblies, PSHE lessons, circle time, and drama; but the messages should be present in all lessons and unstructured playtimes in the school day. Groupings in class work, befriending and mediation in the playground and the recognition of good models of behaviour from children and adults all contribute to the ethos of tolerance and caring.

### **Responsive**

- Make it clear that the bully's behaviour is unacceptable and that the bullying must stop
- Record every reported event and every intervention. Bullying logs are filed together in the Head's office.
- Investigate each incident by talking to all parties involved, including witnesses: listen to all sides of the story in order to establish the truth.
- Make it clear to the victim that revenge is not an appropriate response
- Work with and support both the victim and the bully
- Work with parents of both the victim and the bully
- Apply sanctions in accordance with the Behaviour Policy and in proportion to the nature of the individual circumstances
- Check with the victim regularly over the next few weeks, and periodically throughout the school year, that there has been no repetition.
- Alert other relevant members of staff so that they may be vigilant, eg at playtimes or in lessons, to signs of subtle bullying taking place or evidence of distress.

### **Sources of support**

#### **Children:**

Children may initially feel most confident confiding to a friend that they are being bullied. This places a burden on the child who is told – they need to know what to do with that information.

Children are trained to use peer mediation techniques to resolve conflicts independently, using the “Three Steps” script:

- I didn’t like it when...
- It made me feel...
- I would like it if....

Playground Buddies are trained by members of the school staff to assist children at playtimes. They provide equipment to play with, organise structured games, and befriend children who appear to be lonely. They report back to staff on “the state of playtimes” so that any issues can be addressed.

The School Council provides a forum in which general concerns about behaviour can be discussed and suggestions made to the staff.

**Staff:**

Children may take their concerns to the member of staff they feel most comfortable talking to: this may be their current teacher, a past teacher, a learning support assistant, the Head, or a member of the office staff. In some cases, a member of staff may be named in a Behaviour Plan as being the person to talk to.

**Other agencies:**

Childline      0800 1111  
Kidscape      <https://www.kidscape.org.uk/>  
NSPCC          0800 800500  
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>

**Off the Premises**

We recognise that bullying can take place off site and whilst we are not directly responsible for events that happen outside the school, they may be connected with issues taking place on the premises. The school will endeavour to respond appropriately by working with parents and involving external agencies.

**Adult bullying**

We recognise that children are sometimes bullied by adults, either in school or at home. Teachers are sometimes bullied by colleagues, managers or parents. The school has a duty to ensure the welfare of all members of staff and to protect them from bullying.

Communication systems within the school ensure that information flows freely and no member of staff is excluded. The Staff Room provides an environment in which all members of staff may relax in comfort. We aim to provide opportunities for people to speak freely and honestly, whilst

maintaining an awareness of each other's sensitivities; freedom of expression does not override the need to respect each others' feelings.

If a one off incident is dealt with swiftly, using the reporting systems below, it may never escalate to "bullying".

If a member of staff feels that they are being bullied, by a child, a parent or a colleague, they should report it as soon as possible. They should voice their concerns to any other trusted colleague or directly to a member of the Leadership Team. Staff are also recommended to consult their Trade Union Representative for support and legal advice.

If an allegation of bullying is made the following actions will be taken:

- A meeting to establish the nature of the allegations will be arranged by the next working day.
- A mediator will arrange to meet with the alleged perpetrator to acquaint them with the nature of the complaint, and to listen to their response. This meeting should take place as soon as possible – within three days of the complaint being made.
- The mediator will facilitate and chair a meeting between the parties. Both parties will be invited to explain calmly how they have felt, and will be expected to respect each other's points of view. This meeting should take place as soon as possible – preferably on the same day, or within 24 hours. As an outcome of the meeting, actions will be agreed to support the victim and modify the behaviours that have led to the complaint.
- A follow up meeting will be arranged to review the situation, after approximately three weeks.

Unless the allegation of bullying is against the Headteacher, it is most appropriate for the Leadership Team to conduct enquiries and handle adult bullying incidents. In the event of a substantiated claim being made against an employee of the school, the Bristol City Council Model Employee Complaints Procedure will apply. If the allegation is against the Headteacher, the complainant may go directly to the Chair of Governors. If the allegation is against a parent, and the situation cannot be resolved by discussion, either with the Headteacher or the Chair of Governors, then outside agencies such as the police may be involved.

## **Monitoring and Evaluation**

This policy and the accompanying procedures will be monitored and the effectiveness will be evaluated in the light of:

- Numbers of pupils being bullied
- Pupils' willingness to report incidents
- Staff vigilance and response to bullying behaviour
- Number of incidents of reported bullying of adults
- Numbers of pupils, parents and staff feeling secure about the school's response to bullying

## **Roles**

Any member of staff to whom bullying is reported has a duty to act upon that information. In the first instance, they are the initial filter: they need to assess whether indeed bullying is taking place or whether this is a one off behaviour incident. If it is bullying, they may conduct the initial investigations into the circumstances, but the senior members of staff with responsibility for anti-bullying measures must be informed.

The Senior Members of Staff with responsibility for this policy are:

The Headteacher: Adam Barber

The Deputy Headteacher: Jonathan Parr

## **Related documents**

Henleaze Junior School Behaviour Policy

Henleaze Junior School Complaints Procedure

Henleaze Junior School Anti-Racist Policy

Henleaze Junior School SEN Policy

Henleaze Junior School Inclusion Policy