



NORTHMEAD JUNIOR SCHOOL

Anti-Bullying Policy

Opening Statement

At Northmead we believe that bullying can be any behaviour that damages a child's self-esteem, sense of wellbeing or causes them physical harm whether at home or at school. Bullying would normally be over a period of time, however, an individual incident may also warrant investigation under this policy.

A bully could be any adult or child within the school community, including governors, staff, pupils, parents and visitors.

This policy was developed (in conjunction with and aligned to the school's Behaviour policy) following discussions with members of staff, governors and other members of the wider community. It also links the school policies on Safeguarding, Complaints, Teaching & Learning, SEND, PSHE. Reference should also be made to the:

- Positive Touch Policy
- Race Equality Policy
- E Safety Policy
- Disability Equality Policy.
- Child Protection and Safeguarding Policy
- Exclusion Policy

This school is committed to safeguarding and promoting the welfare of all children and providing a safe and happy place to learn. This policy is communicated to pupils, parents/carers and staff via our website and copies are available from the school office upon request. All staff and volunteers are expected to share in this commitment.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our Designated Safeguarding Lead (DSL) and Deputies are:

Sarah Stocking SENCO

DSL

Debbie Brown Headteacher	Deputy DSL
Wendy Cook Home School Link Worker	Deputy DSL
Denise Lewis Deputy Head	Deputy DSL

Anti-Bullying Governor	Konstanze Hild
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Definitions of Bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017) •

Forms and types of bullying covered by this policy

Bullying can happen to anyone.

This policy covers all types and forms of bullying including:

Bullying related to physical appearance

Bullying of young carers, children in care or otherwise related to home circumstances

Bullying related to physical/mental health conditions

Physical bullying

Emotional bullying

Sexual bullying

Bullying via technology, known as online or cyberbullying

Prejudicial bullying (against people/pupils with protected characteristics):

Bullying related to race, religion, faith and belief and for those without faith

Bullying related to ethnicity, nationality or culture

Bullying related to Special Educational Needs or Disability (SEND)

Bullying related to sexual orientation (homophobic/biphobic bullying)

Gender based bullying, including transphobic bullying

Peer on peer bullying

Behaviours

Bullying can include the following behaviours:

Physical: hitting, kicking, pushing, taking or damaging belongings.

Verbal: name calling, taunting, mocking, insulting, making offensive remarks e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping.

Indirect: spreading nasty stories about someone, excluding someone from social groups, leaving notes, failure to speak to or acknowledge a person, making someone the subject of malicious rumours, inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or the internet, producing offensive graffiti.

Bullying can include the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Signs of bullying

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, soiling/bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to explain unhappiness, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, ‘losing’ more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that “nothing can be done”. The school will show that they can support pupils to prevent harm, that bullying is not tolerated, and there are solutions which work.

Pupils may also be reluctant to report because they feel it is something within them which is at fault, so the school will give a clear message that no one deserves to be bullied.

Pupils with learning disabilities or communication difficulties may not understand that they are being bullied, and the school will pay close attention to vulnerable groups who may not be able to express what is happening to them.

Bullying can happen to any member of the school community and so the school will ensure that everyone – pupils, staff, visitors – feels able to report any incidents of bullying with the confidence that it will be dealt with appropriately.

Strategies for preventing bullying

At Northmead we have a strong ethos of inclusion and respect for each other across the community. Across the school day we use circle time, assemblies, PSHE, anti-bullying week programmes, Healthy School activities, Kelso’s choice and playground buddies to promote a safe school for everyone. Play equipment is available for all sorts of break activities, the playground is carefully zoned and always very well supervised. Staff are trained to proactively respond to bullying and behaviours using the language of choice.

Vulnerable Groups

Children and Young People who are looked after (CLA)

- High numbers of children in care report being either victims or perpetrators of bullying.
- Some children report being differently treated by teachers and schools, and that they feel they are made scapegoats because of their care status.
- Children in care acknowledge that they “bunk off” because of the stress of being bullied in school.
- Arriving in a new school mid term following home placement changes or exclusions increases their vulnerability to incidents of bullying. They may not

- have the correct uniform for example.
- Children recognise that good friends make you feel safe, but making new friends in a new school is often problematic.
- Similarly children feel that return to any school following a break, particularly if it is a part time place, serves to emphasise their difference from the majority, increasing the risk of bullying incidents.

Traveller Groups.

- Traveller children are usually the new pupils in a school so they are always vulnerable to bullying.
- Travellers encounter widespread discrimination in the community. As a result they may tend to over-react to situations or take pre-emptive action which then results in them being classed as the bully/troublemaker.
- Traveller children are frequently unskilled in making a complaint within the school, so careful investigation and a willingness to believe that they are telling the truth can help resolve incidents.
- Traveller children experience exclusion from the group either by peers or staff.
- Traveller children wish to be included without having to reject their own culture. There is a need for inclusion not integration.

In 2001, “Denied a future” report by Save the Children, highlighted how:

- School systems fail to respond to the needs of traveller children and do not reflect or even acknowledge their culture and lifestyle.
- The education of Traveller children is being disrupted, not so much by their itinerant lifestyles, as by the bullying, discrimination and prejudice they encounter on a daily basis.

Implementation

Key staff responsible for anti-bullying and co-ordinating the record system across the school are the Debbie Brown, Denise Lewis, Alastair Kemp and Sarah Stocking.

Senior management give a clear lead so that staff know what to do when an incident is reported. All staff have a responsibility for dealing with the problem and act consistently. Direct action reminds pupils that all forms of bullying are unacceptable and will not be tolerated.

Involving parents early is essential, and they might wish to involve the police as necessary. Complaints regarding bullying must follow the procedures as detailed within the school complaints policy. Outside agencies may be involved to support children as and when required.

Accurate records of incidents are kept and the school’s response – to help with proceedings, and to inform review of the effectiveness of the policy and the need for improvement. Clarity between friendship issues and bullying issues is essential, both types of behaviours will be taken seriously by the school but may be supported in different ways.

There will be timely follow-up after an incident to check that the bullying has not started again.

When it is established that bullying, as described in “signs of bullying” has taken or is taking place:

- It will be dealt with immediately
- The child will be involved in discussions
- Written records will be kept
- Regular communication will take place with the parent/guardian
- Regular monitoring of incidents will take place

All children will be helped by:

- Being encouraged to share information and feelings openly and honestly with parents and staff
- Knowing that their concerns and anxieties will be taken seriously
- Knowing that parents and staff are keen to work together to help children who are experiencing problems
- Understanding where there is wrongdoing and what needs to be done to change things
- Being aware of the role of a/the bystander in the bullying situation
- Having a ‘Worry Box’ to contact a named adult if they are worried about something which is situated outside of the Home School Link Workers office.

Parents can help by:

- Contacting staff at school if they are concerned that bullying might be occurring
- Assuring the child that they will be listened to and that they will be helped
- Supporting their child with understanding the differences between friendship issues and bullying issues
- Supporting the school where there have been difficulties with bullying involving their child to ensure safety for everyone.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, class Circle Time and assemblies in an attempt to eradicate such behaviour.

Sanctions must be applied fairly, proportionately, consistently and reasonably, taking into account SEN, disabilities, or vulnerability the pupil may have. Bullying by children with disabilities or SEN is no more acceptable than by anyone else, but for a sanction to be lawful, there must be consideration of the extent to which the child understands and is in control of what they are doing. Sanctions for repeated bullying incidents are in line with those detailed within the school behaviour policy.

Post incident responses

For the Victim – protection, sympathy/empathy/counselling, social skills work to build resilience and advice on how to avoid future incidents, including mediation (where appropriate) and support.

For the Bully – reinforcement that behaviour is unacceptable, proportionate use of fairly consistently applied sanctions (possibility of exclusion for serious cases); advice and

instruction on how to behave better; reinforcement and support for improved behaviour.

Support is mainly through the Home School Link Worker (HSLW), however, outside agencies may also be involved.

Monitoring/evaluation

Bullying incidents are logged and reviewed regularly to improve practice and safety across the school. Governors will receive termly reports. Any adjustments considered necessary to the policy/procedure will be agreed by the wider school community. This policy will be reviewed annually and will be promoted and implemented throughout the school.

Date of Policy:	Spring 2008
Author:	DB/AK
Date of Review:	July 2022
Date of next review	July 2023