

	Oldfield Park Junior School		
	Anti-Bullying Policy		
	Date	Author	Notes
Drafted	11/10/11	Julie Butler	
Reviewed	16/01/12	JB, CC, LB	
Reviewed	Term 6 2013	JB, AD, CS	
Reviewed	07/11/14	JB, MC	
Reviewed	23/9/15	DG	
Reviewed	01/10/16	JB	
Reviewed	12/9/17	DG	Addition of new Incident Sheet
Reviewed	4/10/18	DG	Use of CPOMS to record incidents
Reviewed	19/9/19	RVR	In line with KCSiE 2019
Committee: SGB		Governor: Katie Payne	

Definition of bullying written by Year 6 during Anti-bullying week 2016:

*'Bullying is when someone deliberately and repeatedly hurts someone else verbally emotionally, physically or by using technology (cyber-bullying). Something that happens once may be mean and hurtful but it is not bullying.'*

## Introduction

Oldfield Park Junior School is committed to working with staff, pupils, governors and parents and carers to create and maintain a school community where bullying is not tolerated. This policy is written in accordance with the October 2014 update to the DfE guidance 'Preventing and Tackling Bullying'. It has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

## DfE guidance states:

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 (for instance, cyber-bullying via text messages or the internet), and 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a

group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

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 and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

## **Aims and Objectives**

The governors, Headteacher and all staff acknowledge that bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim to:

- show commitment to overcome bullying through practising zero tolerance.
- have a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.
- ensure a consistent school response to any bullying incidents that do occur.
- make the school community aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- promote the understanding that bullying is usually caused by discontentment/unhappiness in the aggressor.

## **Roles and Responsibilities**

### **Governors:**

- Promote the wellbeing and ensure the safeguarding of all pupils in school.
- Ensure the school carries out its statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and annual review of the anti-bullying policy in consultation with pupils, parents/carers and staff.
- Ensure that policy and good practice is reflected in the school's anti-bullying practice.
- Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty and any other local issues appropriate to the school context.
- Through consultation with all stakeholders, develop a written statement of principles regarding the anti-bullying work of the school.
- Guide the Headteacher in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole school community.
- Nominate a named governor with a particular brief to oversee the anti-bullying work of the school.
- Make anti-bullying a regular item at governor meetings.

- Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice.
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment.
- Ensure the development and publication of a complaints procedure.
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying.
- Provide an appropriate and consistent role model for all staff, pupils and the wider school community.
- Celebrate and share examples of good practice.

### **Headteacher and Senior Leaders:**

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the wellbeing and ensure the safeguarding of all pupils in the school.
- Provide support for the governors through the development and implementation of an effective anti-bullying policy.
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors.
- With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review the anti-bullying policy annually.
- Ensure the effective communication of the policy to all pupils, staff and stakeholders.
- Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos.
- Take action to prevent all forms of bullying.
- Ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively.
- Make sure that effective monitoring procedures are developed, operated and maintained.
- Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying.
- Develop and implement a system for recording incidents of bullying and hurtful behaviour.
- Ensure that appropriate support systems are in place to prevent and respond to bullying.
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site.
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review of behaviour and anti-bullying policies.
- Monitor the continued progress and self-esteem of the targets and perpetrators of bullying.

- Ensure evidence of the impact of anti-bullying policy and practice is reflected in the SEF
- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice.
- Act as appropriate role models for all staff, parents and pupils.
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents.

#### **All teaching and support staff:**

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff.
- Promote the wellbeing and ensure the safeguarding of all pupils in school.
- Observe and implement the school's anti-bullying, racist incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents.
- Develop and support curriculum opportunities to promote equalities and address bullying.
- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation.
- Provide support to both the targets and perpetrators of bullying.
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities.
- Model positive attitudes and relationships.
- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment.
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil.

#### **Pupils:**

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school.

#### **Parents/Carers:**

- Demonstrate positive support for the school's anti-bullying and behaviour policies.
- Model appropriate behaviour at all times within the school grounds.
- Report to the school any concerns regarding pupils involved in bullying.

- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures.

## **Prevention of Bullying**

Pupils discuss bullying in the Autumn term each year, linked with National Anti-bullying Week and the SEAL unit 'Say No to Bullying'. Individual classes address issues around bullying throughout the year in circle or discussion times.

The school works hard to ensure that all pupils know the difference between bullying and 'falling out' and that something that happens once may be mean and hurtful but it is not bullying.

## **Response to Bullying**

Bullying may be reported by a child, a member of staff or a parent or carer. In some cases a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by staff members.

Children may be asked to write a report themselves. The SENCO/Pastoral Leader will take time to discuss the issues with the victim of bullying and suggest strategies on how best to deal with the situation and if appropriate carry out relevant sanctions

Strategies to support a victim of bullying will be put in place by staff. These may include a buddy from an older class, TA support at lunchtime or the opportunity to talk regularly to a member of staff. Parents will be informed.

It will be made clear to all the children that bullying will not be tolerated. If the incident is not too serious a restorative justice approach may help. Each child must be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying reoccurring; where possible the pupils will be reconciled. The Head teacher, the leadership team and other appropriate members of staff will monitor the situation closely afterwards.

Time is spent talking to the child or children who have done the bullying, explaining to them why their action was wrong and how they should change their behaviour in the future. When appropriate we will invite the children's parents to school to discuss the situation. The school will try hard to support the offender through mentoring and by setting up home school link systems, working with parental support. In some cases exclusion may be considered.

The SENCO may contact external services, for example the Behaviour Support Team or Educational Psychologist.

All incidents of bullying are recorded on CPOMS. Governors receive regular updates from the Headteacher through the Headteacher's report to governors once a term. The Chair of governors will be informed of any serious incidents of bullying.

The school's anti-bullying policy is available on the school website and on request from the school office.

If the bullying includes racist or homophobic abuse the Head teacher must be informed immediately. The incident will be recorded on CPOMS as well as reported to the LA using the appropriate form.

### **Monitoring and Review**

The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's bullying incident book where incidents are recorded and by discussion with the Headteacher. Governors analyse information for patterns of pupils, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs. This policy will be reviewed annually.

## Incident Record Sheet

<b>Type of incident</b>	Behavioural	Safeguarding/Welfare	Racist/Equality
<b>Concerning</b>	Children	Parent	Staff
<b>Date, location and time</b>			
<b>Member (s) of Staff reporting</b>			
<b>Name, year group and classes of children involved</b>			
<b>Details of Incident (please continue on reverse):</b>			
<b>Parent Comment (if applicable):</b>			
<b>Action (what, why and by whom):</b>			
<b>Signed:</b>		<b>Date:</b>	
<b>Referred to SLT?</b>		<b>Date:</b>	
<b>Signed:</b>			

Is this a Safeguarding concern? If YES refer to DTCP	
<b>DTCP Signed:</b>	<b>Date:</b>
<b>Follow up actions (i.e. referrals to outside agencies):</b>	

Details of Incident – Continued

Copy for:  
- Behaviour File  
- Pupil Records