



# Anti-Bullying Policy

This Policy was reviewed by the Deputy Head

Teacher September 2019

Next review date September 2021

## **Introduction**

At Folville Junior School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

The **Equality Act 2010** legally protects from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single **Act**, making the law easier to understand and strengthening protection in some situations.

The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. These are now called ‘protected characteristics’.

In line with the *Equality Act 2010* it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Folville Junior School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the *Children Act 1989* a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm’. Where this is the case, the school staff should discuss with designated safeguarding lead and report their concerns to their local authority children’s social care and work collaboratively to take appropriate action.

Folville Junior School affirms that bullying is an unacceptable form of behaviour.

This document applies to all forms of bullying including cyber bullying, sexism, racism or homophobia.

Bullying in all its forms is unacceptable between any members of the Folville community – child on child, child on adult, adult on adult, adult on child

- |        |               |     |                         |
|--------|---------------|-----|-------------------------|
| It is: | - harmful     | It: | - undermines confidence |
|        | - hurtful     |     | - erodes self-esteem    |
|        | - anti-social |     | - discourages respect   |
|        |               |     | - disregards dignity    |

Bullying is incompatible with the school's ethos, vision and aims. All members of the school community will aim to take a pro-active approach to the prevention of bullying by promoting strategies to discourage it.

These strategies are embedded in

- The school ethos
- The hidden curriculum
- The school environment
- The school routines
- The curriculum

This message has a high profile in:

- The school prospectus
- The content of assemblies
- Posters round school
- In every day contact with parents

### **Definition**

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”, (Preventing and Tackling Bullying, DFE Guidance, July 2017).

As a school, we define bullying to our community as, unacceptable behaviour that happens “Several Times on Purpose” (STOP).

Bullying can take many forms and is often motivated by prejudice against particular groups of race, religion, gender, gender identity, sexual orientation or because a child is adopted or has caring responsibilities, all of which are unpleasant for the victim.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

### **Bullying can be:**

**Emotional Bullying – Being unfriendly, excluding, tormenting (e.g. hiding another person’s property/belongings, threatening gestures)**

Emotional bullying is when a person tries to get what they want by making others feel angry or afraid.

**Physical Bullying – Pushing, kicking, biting, hitting, punching or any use of violence**

This is any **bullying** that hurts someone's body or damages their possessions. Stealing, extortion of money, shoving, hitting, fighting, and destroying property all are types of **physical bullying**.

**Direct or Indirect Verbal – name calling, sarcasm, spreading rumours, teasing**

When someone undermines another’s reputation through rumours or other gossip within their social group.

- Excluding someone from an activity, conversation or other group setting
- Mocking someone for something about their appearance or personality
- Gossiping about another person in a malicious manner
- Extortion of money or items of property.

**Cyber-Bullying – All areas of the internet, such as email, social media (face book/twitter/snapchat / Instrgram), instant messaging and networking, internet chat rooms/forums. Use of mobile telephone text messaging & calls, and the misuse of associated technology i.e camera and video facilities, Ipad, game consoles.**

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber- bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

**Racist Bullying – Racial taunts, graffiti, gestures**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Racial bullying will not be tolerated and treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults.

## **Homophobic Bullying – Issue of sexuality**

This occurs when bullying is motivated by a prejudice against any LGBT and person.

## **Sexual Bullying**

Sexual bullying has an impact on both genders, it is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment).

## **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked after children
- Gypsy, Roma and Traveller children
- Children with special educational needs or disabilities (SEND)
- Children from ethnic minorities
- Children entitled to free school meals
- Children for whom English is an additional language
- Children who are perceived to be LGBT

If a child attending this school is a victim of bullying occurring either within the school or within the community, then it will become a concern of this school it is our priority to ensure the immediate safety of all of our pupils & staff.

It is important to respond to bullying because bullying is hurtful, nobody deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect.

## **Signs and Symptoms for parents and staff**

A child may indicate by signs or behaviour that he or she is being bullied. Listed below are some signs which should prompt further investigation:

- Is frightened of walking to and from school
- Asking parents to accompany them on their way to school – asking to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Erratic or poor attendance
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or nightmares

- Feels ill in the morning
- Begins to make less effort with school work than previously
- Comes home with clothes torn or belongings damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Lack of eye contact
- Becoming short tempered
- Change in attitude to people in school and at home
- Displays signs of poor mental health e.g. anxiety, depression etc.

These signs of behaviour could indicate other social, emotional and or mental health problems, but bullying should be considered a possibility and should be investigated.

### **Preventing bullying**

We do many things in school to prevent bullying happening.

We use PSHCE lessons, assemblies and class activities (eg. Circle time) to:

- explain what bullying is (using STOP)
- discuss how children should respond to incidents of bullying
- to deal with issues that may arise.
- talk about our zero tolerance policy

At break time and lunch times there are a variety of activities set up to encourage children to interact and play together appropriately.

Staff reinforce expectations of behaviour and encourage children to show respect for each other and other people’s property/belongings.

We have a mantra, STOP, we repeat to stop any behaviour a child is unhappy with.

Staff follow the equality policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individuals. Difference and diversity is celebrated in PSHCE lessons and assemblies.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff reinforce the message of respect, tolerance and understanding, towards others.

Children are involved in the prevention of bullying as and when appropriate these may include:

- Writing a set of class rules
- Writing a personal pledge or promise against bullying
- Write stories or poems or drawing pictures about bullying
- Making up role play about what to do through scenarios of bullying
- Having discussions about bullying and why it matters
- Understanding why unacceptable behaviour towards others needs to be dealt with appropriately in school
- Use of the “Buddy Bench” year 6 pupils play buddies to ensure vulnerable pupils are recognised, giving support with emotional and social problems – newness to school, difficulty making friends.

As part of our ongoing development of strategies to deal with bullying, we have identified key times of increased bullying incidents and devised a series of preventative and other measures which are used as and when necessary. Some of these are:

### **Mentoring**

Two trained Mentors work with vulnerable children offering emotional support and emotional education. This may be appropriate for both the victim and the bully separately.

### **Supervised sports activities**

Adults lead sports activities during the lunchtime break. This has reduced the number of incidents of aggression at lunchtime over the past five years. The programme is being further developed.

### **Play equipment**

A selection of play equipment, eg. Metal land, climbing wall, has been made available for children to use during the lunchtime break.

### **Playground markings**

Various markings used for playing games and delineating marked areas of the playground for specific year groups or activities

### **Increased staff on duty**

Supplementation of playtime and lunchtime supervisors results in more staff available to diffuse/deal with any situations that arise.

From 12.15 to 12.45 pm each day a 'Card Room' is supervised by lunchtime staff. This is for any children who have received a yellow or red card for anti-social behaviour (see the Golden Rules visible throughout the School and behaviour policy).

### **Reporting Bullying**

Incidents related to bullying....We encourage our school community to "Start Telling Other People".

If children believe they are a target of bullying, they are encouraged to:

- Tell a friend
- Tell your student council representative
- Tell a teacher or adult whom you feel you can trust (including Head Teacher or Deputy Head)
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHCE time
- Ring childline / NSPCC and follow advice given

If a child is being bullied out of school, they are aware of help they can receive from Childline and NSPCC through assemblies and workshops.

If parents are concerned about their child as a victim or bully, they can:

- Telephone the school
- Come in to talk to the class teacher
- Talk to the head teacher or the deputy head teacher

Upon receiving a report of bullying, the school will then put into practise our strategy for dealing with reported bullying incidents.

### **Bullying off the School Premises**

School staff have the power to discipline pupils for misbehaving outside the school premises. If both the victim and the bully are from our school, action will be taken as if the incident has occurred within the school and this includes informing the parents.

If a child from Folville Junior School is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no re-



occurrence. Where possible we will support pupils who are being bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- Talk to the Head Teacher of the other school whose pupils are bullying off school premises
- Talk to the police about problems on the local streets
- Talk to the pupils about how to avoid or handle bullying situations outside of school

### **Responding to Reports of Bullying**

At Folville there is an agreed structure, which is followed after an incident of bullying.

We strongly believe that the victim should have the right to decide how to proceed at various stages of the strategy.

Bullying in any form will not be tolerated and following a full investigation the incident will be recorded on CPOMs and where necessary the Leicester City Council reporting form should be completed. Report to police when criminal offence committed.

With effect from September 2017 Folville Junior School will be using CPOMs. **CPOMS** enables schools to improve their management of child protection and similar incidents and actions. **CPOMS** also enables schools to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police.

Using the incident and logging facility of **CPOMS**, we will follow a referral from the initial stage, keep a secure audited record of communications (including letters and telephone calls) and be alerted if timescales are not being met.

All staff in school have to access CPOMs and will use this to record incidents. The incidents will be recorded onto CPOMs as soon as reasonably possible by the member of staff that the incident was reported to.

### **STAGE 1**

The victim has a choice in telling someone they feel they can trust.

## **STAGE 2**

The victim will be empowered and reassured and some of the following will be used:

- identify the victim(s) - a "close circle" set up of contacts for the victim
- make the victim feel safe
- ensure the victim does not feel to blame
- listen to the victim - often it takes a great deal of courage to disclose what has happened
- give the victim permission to tell

De-brief:

Adult must retain discretion to move onto next stage

- give coping strategies
- give explanations
- give self-esteem boost

Immediate follow  
up to:

## **STAGE 3**

- ask the bully what has happened
- make it clear that bullying behaviour is wrong
- ask the bully to identify why she/he is bullying
- ask him/her to identify with how the victim feels
- ask him/her to offer solutions to rectify the problem
- if necessary, impose a solution / punishment

To empower the victim, at all stages (except Stage 3) the victim can choose to be present or not.

## **STAGE 4**

If the victim desires this and is confident/ comfortable, bully and victim meet with a member of staff present.

## **STAGE 5**

A verbal or written contract is discussed and agreed

## **STAGE 6 - SUPPORT AND FOLLOW UP**

This may take the form of frequent informal checks on both the victim and the perpetrator, for example

- the "thumbs up " technique
- visual face checks
- may be of a more formal nature, when meeting times are arranged to "see how things are"
- weekly meeting with the parent/carer, the victim and a school representative, usually the head teacher or deputy head teacher. logging any incidents on CPOMS

These follow up checks should gradually become less frequent until none are required.

The victim and perpetrator will have an individual programme dependant on need, for example

- circle of friends
- weekly meetings with parents to look at the diary
- informal 'thumbs up' signal
- weekly telephone call to parents
- refer to mentor to support and empower the victim
- put in place a programme of activities/jobs for vulnerable times

Response to bullying by or towards an adult would follow the strategies outlined, but would be tailored to suit the incidents. Incidents would be recorded on CPoms and discussions would take place with human resources, if advice was needed.

## **SANCTIONS**

An individual response is made dependant on:

- the individual concerned
- the type of bullying
- the victim and victim's families thoughts on a relevant sanction

## **WORKING WITH PARENTS AND CARERS**

**Be aware** that your child may be a victim, exhibit bullying behaviour, or both. There may be a particular reason for this:

- a home upset (arguments)
- a home distress (illness, bereavement, separation)
- a school upset (arguments with friends)
- a school distress (friends move)
- a change in circumstance (new home relationships, new school)

**Have time to listen to your child.** Create a specific or a general time when you are available to be with your child without distractions. Show an interest in what they do and say to you and ask open questions, which do not require a yes or no answer.

**Be there for your child/children,** they need you to guide and protect them.

**Talk little and often**

About school-school life

- playground events
- classroom events
- school work
- home work
- school friends

**At home watch,** you know your child best.

Be alert for:

- abnormal behaviour
- frequent / unexplained minor illnesses
- bedwetting
- unexplained changes of friends
- reluctance to come to school/out to play
- unusual tearfulness

**Give your child time and extra love / care.**

You may have to be patient and understanding in dealing with your child both as a victim and as a bully.

Make a written note if there has been a series of minor incidents - sometimes a pattern can emerge of

- when
- where
- who

Parents will be informed and contacted by the head / deputy, on the day of the incident or immediately depending on the severity of the incident.

By working in partnership with parents we can ensure that

*"all members of (the School) community should feel valued and confident, they co-operate and meaningfully collaborate....."*

*"..... respect the dignity of all human life and develop positive attitudes"*

As part of our ongoing development of strategies to deal with bullying we have identified key times of increased bullying incidents and devised a series of preventative and other measures which are used as and when necessary. Some of these are:

## **Mentoring**

Two trained mentors work with vulnerable children offering emotional support and emotional education. This may be appropriate for both the victim and the bully separately.

## **Supervised Sports Activities**

Adults lead sports activities during lunchtime break. This has reduced the number of incidents of aggression at lunchtime over time.

## **Interactive Play**

Learning social skills through play, sharing taking turns, eye contact, listening skills and manners communication. Understanding and behavioural support

## **Playground Markings**

Various markings used for playing games and delineating marked areas of the playground for specific year groups or activities.

Increased staff on duty

Supplementation of playtime and lunchtime supervisors results in more staff available to diffuse/deal with any situations that arise.

## **MONITORING AND REVIEWING ANTI-BULLYING POLICY**

The head teacher is responsible for monitoring the policy and will review it annually.

The Head teacher co-ordinates the recording, support and sanction systems and analysing patterns.

Incidents are reported and discussed at the RASC / Governors committee meetings.

Bullying is recorded in: on CPOMS

- the Behaviour Log

Policy written in consultation with staff, parents, governors, pupils and reviewed by the head / deputy head teacher.