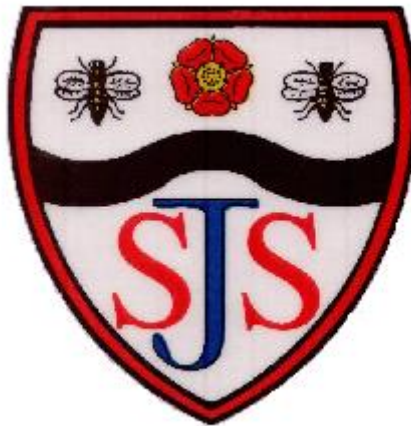


# Shadsworth Junior School

## Anti-Bullying Policy



**Approved by:**

Jackie Gallagher

**Date:**

**Last reviewed on:**

Autumn 2024

**Next review due by:**

Autumn 2025

## 1. Rationale

Everyone at Shadsworth Junior School has the right to feel welcome, secure and happy. Only when this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this from happening and prevents equality of opportunity. It can be harmful both physically and emotionally for the victim. Ultimately, it is the responsibility of the whole school community to stop bullying by ensuring the development and maintenance of a caring and supportive ethos. We also recognise that the child carrying out the bullying has underlying issues that need to be addressed.

## 2. Aims of the policy

Where bullying exists within our school community, the victims must feel confident to use the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for any pupil subjected to bullying and help build an anti-bullying ethos in the school.

We aim to:

- Allow pupils to learn in a safe and supportive environment without the fear of being bullied.
- Demonstrate that the school does not tolerate bullying of any type.
- Take measures to prevent all forms of bullying in the school and during off-site activities.
- Support everybody in actions to identify and protect those who might be bullied.
- Ensure everybody understands that bullying is wholly and always unacceptable.
- Demonstrate that the safety of all pupils is paramount.
- Promote a culture where children feel they can disclose instances of bullying to adults.
- Ensure all adults are aware of their duty of care over those in their charge.
- Ensure all staff are fully trained and fully aware of Shadsworth Junior School's procedures.

This document outlines how we make this possible at Shadsworth Junior School.

## 3. Definition of bullying covered by this policy

- **Physical:** pushing, kicking, hitting, pinching, any form of violence, threats
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing;
- **Emotional:** tormenting, threatening ridicule, humiliation, exclusion from groups or activities;
- **Racist:** racial taunts, graffiti, gestures;
- **Sexual:** unwanted physical contact, sexually abusive comments, sexual orientation
- **Cyber:** email and internet chat room misuse, mobile phone threats through texts or calls and the use of social media websites, hate websites
- **Homophobic:** bullying related to sexual orientation.
- **Disability / SEND:** comments based on appearance, ability, high attainers, gifted or talented

## **Bullying is not:**

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone.

Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank.

We all have to learn how to deal with these situations and develop social skills to repair relationships.

## **Bullying Is:**

It is bullying if it is done repeatedly and on purpose by the same children, targeting a child/group of children. It is planned and deliberate.

## **2. Identifying the problem**

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it should always be treated seriously. While others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied that is sufficient evidence to treat the case as potential bullying.

School is aware that some pupils are unable to inform staff about their problems and will consequently be on the lookout for the following warning signs:

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- refusal to talk about a problem
- being easily distressed
- damaged or incomplete work.
- stops eating
- cries themselves to sleep at night or bed wetting
- frightened to walk to/from school alone
- unexplained cuts and bruises

Where these difficulties are associated with a special needs pupil; a pupil from a minority racial or cultural background, or where there are indications of sexual harassment, these indicators may well confirm bullying is occurring. Investigation should be undertaken, checking with colleagues and maintaining rigorous vigilance.

Staff will be able to use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying. If changes in behaviour are noticed, these concerns **MUST** be recorded on CPOMS and/or discussed with SLT and Mr Mooney our Pupil Wellbeing Co-ordinator.**Role of Parents:**

Parents have an important part to play in our anti bullying policy. We ask parents to:

- Look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill regularly, or not completing work to their usual standard.
- Always take an active role in your child's education.
- Enquire how their day has gone, who they have spent time with etc. If you feel your child may be a victim of bullying behaviour, inform the school.

Your complaint will be taken seriously and appropriate action will follow.

Complain our Bully Report Form (Attachment 1) with as much information and detail as you can so we have a formal record of the issue. (school can support with this)

Please do not approach that child in the playground or on their way home.

Please inform the school immediately. It is important that you do not advise your child to fight back or to repeat the bullies' behaviour. This will only make the situation worse.

Tell your child it is not their fault they are being bullied. Reinforce the school policy on bullying and ensure your child is not afraid to ask for help.

If you know your child is involved in bullying, please discuss the issues with them and inform the school. The matter will be dealt with appropriately.

### **3. Prevention, identifying and responding to bullying by staff**

- Prevention is better than cure so at Shadsworth we will be vigilant for the signs of bullying identified above and always take reports of incidents seriously.
- We will use the curriculum to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.
- Train all staff including lunch time supervisors in identifying and recording incidents of bullying.
- Actively create 'safe spaces' through our Buddies system for vulnerable children.
- If appropriate, a clear account will be presented to the head teacher who will then interview, where necessary, all concerned and record the incident.
- Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding.
- If the incident is not too serious, a problem-solving approach may help.
- The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.
- If appropriate, after considering the needs and wishes of the victim, both sides will be encouraged through discussion to find a solution to the problem with a view to preventing the bullying recurring.
- There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time.
- If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour.
- It can also be used just within the affected group to confront bullying that already exists.

#### **4. Methods of Prevention**

Victims of bullying may end up believing that they deserve to be bullied. They can feel powerless and vulnerable and self esteem can be badly damaged. It is essential to rebuild self confidence. School will continually affirm that bullying will not be tolerated and that all incidents will be taken very seriously;

- Investigations into bullying incidents should be thorough and involve both the bully and the bullied
- The bully should be helped to recognise their unsociable behaviour and offered support to modify that behaviour
- Bullying will not be eradicated if the behaviour of the bullies is not modified. Efforts should be made to identify why a pupil has bullied; support can then be offered to the bully to prevent reoccurrence
- Consideration should be given to appropriate "assertiveness" or "nurture" training for the bullied and other vulnerable groups.

#### **5. Dealing with Bullying**

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- the incident will be recorded on CPOMS
- a clear account of the incident will be given to the head teacher
- the head teacher will interview all concerned and will record the incident where appropriate
- parents will be kept informed
- punitive measures will be used as appropriate and in consultation with all parties concerned
- The relevant recording forms will be returned to the local authority.

##### *a) Bullied:*

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- providing access to peer support
- restoring self-esteem and confidence.

## *b) Bullies:*

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- using appropriate behaviour management strategies in line with school policies
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- official warnings to stop offending
- removal from the yard for a set period
- exclusion from certain areas of school premises
- In school suspension
- minor fixed term suspension
- major fixed term suspension
- permanent exclusion.

## **6. Involvement of pupils**

We will:

- Involve all pupils in anti-bullying campaigns in school.
- Publicise the details of help-lines and web-sites.
- Ensure all pupils are aware of the range of sanctions which may be applied to instances of bullying.
- Ensure all pupils know how they can express their worries or anxieties.
- Ensure all pupils understand that they must report any incidence of bullying to an adult within school, whether it is as a victim or a witness.

## **7. Liaison with parents and carers.**

We will:

- Contact the parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.
- Remind the bully of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be suspended from school).
- Ensure parents will be reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied.

- Ensure parents/carers know who to contact if they are worried about bullying.
- Ensure parents/carers know about our bullying policy.
- Attempt to work with the parents/carers and the wider community to address issues beyond the school gates.

## 8. Links to other policies and practices

- Behaviour Policy
- Safeguarding procedures
- E-safety policy
- Every Child Matters agenda
- PSHCE Education policy

## 9. Responsibilities

It is the responsibility of:

- School governors to take a lead role in the monitoring and reviewing of this policy.
- All staff and Governors are aware of this policy and implement it accordingly.
- The head teacher to communicate this policy to the wider community.
- Pupils to abide by this policy.

The named Governor with lead responsibility is Mrs J. Gallagher (Chair of Governors).

The named member of staff with lead responsibility for this policy is V Wilkinson

## 10. Useful Information

**Advisory Centre for Education (ACE):** 1B Aberdeen Studios, 22 Highbury Grove, London N5 2EA. (ACE is a registered charity independent of central or local government and gives free advice and support to parents of children in State schools).

**DARE** – Drugs Abuse Resistance Education (contact through the local police station).

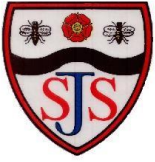
**Get Connected** – 0800 096 0096: A free confidential helpline for young people that will help them get in touch with the right people to help them.)

**Kidscape** 2 Grosvenor Gardens, London SW1W 0DH. Tel 020 7730 3300. (This charitable organisation provides free literature for parents, victims and schools.)

**The Samaritans** 020 7734 2800 or 0345 909090.

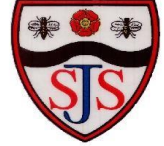
**www.Childnet.com**

[www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)



# Shadsworth Junior School

## Report Form for Bullying



At Shadsworth Junior School, we take the reporting of bullying very seriously. In order to ensure we have all the details, so we can investigate the concern thoroughly and effectively, we would kindly ask that you complete the short form below. It will help us as we collate all the correct information with the aim of stopping it as soon as we possibly can.

Incident details			
Date of incident		Time of incident	
Name of person completing form:		Relationship to victim?	
Where did the incident occur?	<input type="checkbox"/> Playground <input type="checkbox"/> Classroom <input type="checkbox"/> Toilet <input type="checkbox"/> Other (specify):		
Has this occurred on one occasion or is it a regular occurrence? Please detail:			
Nature / type of incident:			
<input type="checkbox"/> Isolation – being ignored or left out <input type="checkbox"/> Possessions – kit taken or damaged <input type="checkbox"/> Physical – being hit or hurt <input type="checkbox"/> Forced into doing something <input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening <input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos <input type="checkbox"/> Spreading rumours <input type="checkbox"/> Other (specify):			
Are there indications that the incident was motivated by any of these? Tick all that apply	<input type="checkbox"/> General appearance / demeanour <input type="checkbox"/> Race / ethnic origin <input type="checkbox"/> Disability / SEN <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Gender / sexism <input type="checkbox"/> Home circumstances <input type="checkbox"/> Religion <input type="checkbox"/> Sports ability		
Please provide as much detail as you can. Include names if they are known.			