



# Springfield Junior School

## Anti-Bullying Policy

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Signed Chair of Governors	
Signed - Head teacher	



**Springfield Junior School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a comfortable and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be investigated and dealt with promptly and effectively.**

## **What Is Bullying?**

Bullying is defined as **deliberately hurtful behaviour**, which is **unprovoked, repeated** over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying results in **pain and distress to the victim**.

Victims of bullying could be adults as well as children.

## **Bullying can be:**

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence or damage to another's property
- **SEN** unkind remarks over appearance, health conditions, disabilities or home circumstances
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focussing on, the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Cyber** all areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls

## Introduction

At Springfield Junior School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

## Policy Development

This policy was formulated in consultation with the whole school community with input from

Members of staff, governors, parents/carers, children and young people.

Pupils contribute to the development of the policy through the school council, circle time discussions, etc.

The Inclusions Mentor has developed a pupil friendly version to be displayed in home school and on our anti bullying display board.

Parents/Carers are encouraged to contribute.

## Roles and Responsibilities

**The Head Teacher** - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti -bullying Coordinator in our school is:

**Mrs K Parker**

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers, and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and
- parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:  
**Mrs S Moody**

## **Definition of Bullying**

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

## **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## **Why are children and young people bullied?**

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or racist bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, looked after children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

## **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

### **When dealing with bullying staff will:**

- Respond sensitively.
- If the initial contact is not at an appropriate time then agree with the parent/child when it will be discussed further.
- Investigate the incident.
- Pass on details to the class teacher as soon as possible.
- Record all incidents of bullying for both parties, victim and bully as soon as possible.
- In the first instance meet with the bullies and victims individually.
- If appropriate facilitate a meeting between the bully and victim as an opportunity for the bully to understand how their actions have affected the life of the victim.
- Should the incident be repeated then the parents of both the victim and bully should be contacted as soon as possible, initially by the Inclusions Mentor.

- In more serious cases, or if a pupil is repeatedly bullying, involve the Head teacher who will support the investigation and actions that need to follow.
- Where appropriate liaise with other members of the senior leadership team to support the options available to support the victim and/or the bully.

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties.

## **Recording bullying and evaluating the policy**

- Bullying incidents will be recorded by the member of staff who deals with the incident, and this will be notified to and held by the Anti-Bullying coordinator.
- The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy
- This information will be presented to the governors in an anonymous format as part of the annual report.
- The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

## **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils, we at Springfield Junior School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

### **The school will deal with bullying by:**

- Ensuring that the whole school understands what bullying is, what a victim is and what a bystander is.
- Making clear that a zero tolerance approach to bullying is in place in school.
- Encouraging children to report incidents without feeling that they are telling tales.
- Stressing the role of the bystander- the person who can intervene and help the situation. We encourage the bystander to get involved as opposed to watching and

colluding any bullying they witness.

- Taking incidents seriously, investigating, and if necessary, acting upon them quickly and fairly.
- Having a behaviour policy for pupils and staff setting out clear guidelines for managing pupil behaviour both on the playground and in the classroom.
- Rewarding positive behaviour and relationships as outlined in our behaviour policy and through individual class reward systems.
- Providing opportunities to raise awareness of bullying issues and providing a whole school focus for anti-bullying activities. This will be through whole school events (such as Anti-bullying week), through assemblies, visiting groups through drama and discussion, also through PHSE/SEAL teaching.
- Develop children`s own resilience through a PHSE/SEAL
- curriculum. This may involve exploring feelings through role play and viewing bullying situations from both sides
- Providing a structured, well-staffed playground environment with a variety of activities/equipment for pupils to play with during school breaks and through the use of playground couches.
- Midday supervisors and TAs provide specific activities for children over lunchtime to encourage more cooperative play.
- Specific E-safety lessons regularly delivered by the class teacher.

### **Links with other policies**

Behaviour Policy

Safeguarding Policy

Acceptable Use Policy

PHSE and Citizenship Policy