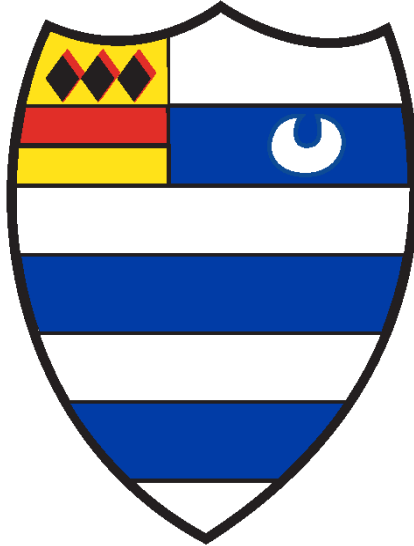


Stanford Junior and Infant School



ANTI BULLYING POLICY 2017-18

*“Living Together,
Learning Together”*

Prepared and reviewed by Senior Leadership Team:
Last Review:
Date of next Review:

September 2017
September 2018
September 2019 unless required earlier

INTRODUCTION

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child be able to benefit from the opportunities available at our schools.

AIMS & OBJECTIVES

- 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 ensure that all children know what we mean by bullying, the impact it can have upon a person and strategies to deal with any incidents.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying.

WHAT DO WE MEAN BY BULLYING?

Bullying is the **persistent** use of aggression with the intention of hurting another person. It results in pain or distress to the victim who has in no way provoked the bullying. Bullying can be:

- Physical - pushing, kicking, punching, hitting or any use or threatened use of physical violence.
- Verbal - name-calling, sarcasm, teasing or saying hurtful things.
- Emotional - excluding, being deliberately unfriendly, tormenting or teasing.
- Menacing - demanding items, possessions, etc.
- Discriminatory Harassment – this may include any of the above-mentioned behaviours but have a particular motive e.g. racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.
- Cyber bullying – internet and mobile phones

Bullying may also involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidating but is often hidden and subtle. The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it may undermine their confidence and self-esteem; destroy their sense of security and be psychologically damaging. Bullying may impact on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a lifelong negative impact on some young people's lives.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. Pupils are educated through PSHE/SMSC, assemblies, and the support of the Learning Mentor to raise awareness, with discussions of differences between people and the importance of avoiding prejudice. There are criminal laws that apply to

harassment, assault and threatening behaviour. If staff feel that an offence may have been committed they should seek assistance from the SLT who will take necessary action where required. Positive communication with parents/carers and pupils is also fundamental to ensure appropriate action is taken.

Please see appendix on LGBT.

ACTIONS TO BE TAKEN WHEN BULLYING IS SUSPECTED

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken:

The reporting line is first: To Class Teacher, Headteacher/SLT, and Chair of Governing Body as appropriate for the situation.

Help, support and counselling will be given as is appropriate to both the victims and those suspected of bullying.

We support the victims in the following ways by:

- Offering them an immediate opportunity to talk about the experience with their class teacher, Learning Mentor or another teacher if they choose.
- Informing the victims' parents/carers.
- Offering continuing support when they feel they need it.
- Informing the child's parents/carers and working with them to support those involved, as required.
- Arranging for them to have extra pastoral support if necessary e.g. play buddies, designated jobs, etc.
- Enforcing the school's Code of Conduct and disciplinary procedure described in the School's Behaviour Policy.
- Supporting those involved to find a resolution.

We try to help those suspected of bullying in the following ways by:

- Talking about what happened, to discover why they became involved.
- Informing the child's parents/carers and working with them to support those involved, as required.
- Continuing to work with the children in order to get rid of prejudiced attitudes as far as possible and offer pastoral support, as appropriate.
- Enforce further disciplinary steps as follows -
 1. Children will be warned officially to stop offending.
 2. Informing the children's parents/carers.
 3. Children may be withdrawn from playtimes and/or lunch times.
 4. Additional supervision at lunch and playtimes.
 5. If they do not stop bullying they may be excluded for a minor fixed period (one or two days).
 6. If they then carry on they may be recommended for exclusion for a major fixed period (up to five days) or an indefinite period.
 7. If they will not end such behaviour, they may be recommended for permanent exclusion or a 'managed move' to another school.

THE ROLE OF THE HEADTEACHER & SLT

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. Senior Leaders, along with the Learning mentor and staff ensure that everyone knows the meaning of bullying and how to deal with any incidents. Assemblies may be used to reinforce the zero-tolerance policy towards bullying.

The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and deal with all incidents of bullying.

This important issue will be covered in the broad and balanced curriculum at Stanford Junior and Infant school, for example through the SMSC curriculum and special activity days e.g. Anti-Bullying Week/Mental Health Awareness Day.

THE ROLE OF THE TEACHER AND SUPPORT STAFF

The staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Staff should always be vigilant and ready to intervene where they suspect cases of bullying. The Headteacher or a member of the Leadership Team must be informed. Parents are advised to inform the school if they suspect any bullying. The school will act appropriately on such information. This may involve speaking to the children involved and issuing appropriate sanctions. This should include the perpetrator apologising to the victim and if appropriate doing something positive for that person. This could be drawing a picture or writing a letter for the victim. Parents are then advised to contact the school again if the problem persists in order that further action can be taken. Teachers are also informed of the incident in order that they may be extra vigilant. **(A log must be kept of all meetings with parents on the CPOMs system, the school's system of recording issues/concerns.)**

Teachers keep their own records of incidents that happen in their class on CPOMs, and will report any that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher or member of the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, the child's parents will be informed and strategies put in place to resolve the problem.

When any bullying taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for both the victim of the bullying, and for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher, Behaviour Lead and Learning Mentor. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, external support agencies may be consulted.

To minimise incidents of bullying, within the School, we will:

1. Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at any identified problem times.
2. Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. assemblies, the PSHE/SMSC programme, National Anti-Bullying programmes.
3. Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
4. Review the School Policy regarding anti-bullying and its degree of success annually.
5. The School Staff will continue to have a firm but fair positive behaviour policy.
6. To use teaching materials/equipment which promote tolerance and respect and not those that may give a bad or negative view of any group because of their ethnic origin, sex, etc
7. Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
8. Encourage pupils to treat everyone with respect.
9. We will treat bullying as a serious offence and take every possible action to eradicate it from our School.

THE ROLE OF GOVERNORS

The governing body supports the Headteacher in all attempts to keep bullying away from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

THE ROLE OF PARENTS

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Support will be arranged and the situation monitored closely. Parents have a responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

As a parent you can support your child and the school by:

1. Looking for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
2. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
3. If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
4. It is important that you advise your child not to fight back. It can make matters worse!
5. Tell your own son or daughter there is nothing wrong with them. It is not their fault that they may be being bullied.
6. Make sure your child is fully aware of the School policy concerning bullying, and that they will not be afraid to ask for help. Child friendly versions of the policy are available in school, on the school website and are regularly distributed to pupils.

THE ROLE OF PUPILS

The children at our school are told not to retaliate if another child is annoying or hurting them. Their first reaction should be to tell the offender "Stop it, I don't like it. Please don't do it again". If incidents continue children are encouraged to follow the STOP principle: Start Telling Other People, as well as follow these simple Dos and Don'ts.

DO:

- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away and find different friends to play with.
- Find an adult to tell or ask a friend to speak to an adult for you.
- Use the worry box if you are too scared to speak openly about it.
- TELL SOMEONE.

DON'T:

- Do what they say.
- Get angry.
- Show you are upset.
- Hit them.
- Think it's your fault.
- Hide it.

If the incidents continue, they must keep on letting people know. Pupils are also invited to tell us their views about a range of school issues at the Pupil Voice Meetings.

MONITORING AND REVIEW

Anti-bullying issues are monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy.

This Anti-bullying Policy is also the governors' responsibility, and they review its effectiveness annually. They do this through discussion with the Headteacher and SLT.

Signed By



Chair of Governors:

Date: 21.09.18



Headteacher:

Date: 21.09.18

Review Date	Amendments	Approved Date
September 2017	Annual Review and Amendments	November 2017
September 2018	Additional sections added: <ul style="list-style-type: none">• LGTB & Appendices 1-5	21.09.18 by email

Appendix 1

Types of Discrimination

- **Racism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.
- **Sexism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
- **Homophobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.
- **Biphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.
- **Transphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.
- **HBT (Homophobia, Biphobia & Transphobia):** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.
- **Religious discrimination:** valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.
- **Disabilist discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.
- **Classist Discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

Appendix 2

Guide to Understanding & responding to Homophobic, Biphobic & Transphobic (HBT) Bullying.

What is HBT Bullying?

A targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender Identity

What can happen?

- Verbal, physical or emotional harassment including insulting or degrading comments, name calling, gestures taunts & insults or 'jokes'.
- Offensive Graffiti
- Humiliating, excluding, tormenting, ridiculing or making threats towards others based on their, or their perceived Sexual or Gender Identity.
- The use of the word 'gay' in a derogatory way or replacing a negative word with gay e.g 'those trainers are so gay'.

Top Tips for staff:

- To read and understand the Anti- Bullying policy and respond accordingly.
- Challenge all incidents, behaviour and language that occur, addressing these with the students.
- Actively encourage fellow staff and students to not be bystanders.
- Be calm and take your time when responding to incidents.
- Don't be afraid to ask questions to those involved.
- Ensure adequate time is given for reflection to all involved.
- Challenge the statements, not the young person.
- Highlight to the young people how they would feel should this language be used against them.
- To look at ways forward following on from the incident eg: a class discussion about language.
- Record the incidents correctly for monitoring purposes.

Appendix 3

Identifying Bullying

Do not always dismiss 'horseplay', 'banter' or throw away comments students make to each other in the classroom or around school. All of our students have the right to feel safe and supported whilst in school.

Bullying could take place:

- On the journey to & from school;
- During lessons;
- At break times;
- Via electronic means, such as text messaging or via social media.

Bullying can happen in a number of ways, be this direct or indirect:

- Verbal;
- Emotional;
- Physical;
- Electronically.

Instances of bullying may involve:

- Sexist;
- Racial;
- Religious;
- Disability;
- Sexual Identity;
- Gender Identity.

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from school alone;
- Changes in their usual routine;
- Is unwilling to go to school;
- Truancy;
- Becomes withdrawn, anxious or lacking in confidence;

Appendix 4

No-Blame Approach

An explanation of the No-Blame Approach, taken from the Anti- Bullying Network

A technique which can be used to tackle bullying in school is the No Blame Approach. As the name suggests, one of the most important things about this approach is that it deliberately avoids accusations, blame and punishment. The first step is to interview the victim, with the aim of finding out how he/she feels. The child will be asked to draw a picture or write something to communicate his/her distress. With the child's full knowledge and approval, the next step involves getting together the children involved in the bullying (including bystanders) and perhaps some non-involved children. This group (which does not include the victim) will then be made aware of the victim's distress and will be encouraged to take responsibility for their actions and to come up with ideas for making the bullied person feel happier. It should be mentioned that the No Blame Approach (which may mistakenly be viewed as a technique which condones bullying) can also be described as the Support Group Approach.

Appendix 5

Staff response

Your response will be dependent on the circumstance of the incident, the severity, who was involved, where it happened and what the intention was of the instigator.

The following is an example of a robust and positive response to a bullying incident, using an incident involving HBT language.

However, the response could be similar for any kind of bullying or discriminatory behaviour.

Taking a school response	In our school we treat everyone with respect and when you use the word 'gay' in a way to mean 'rubbish' or 'bad', it is disrespectful of lesbian, gay, bisexual and transgender people.
Question what has been said?	What do you think the word 'gay' means? If unknown that actual definition of gay, explain this. Do you realise that what you said could hurt someone's feelings? Can you explain what you mean by calling that 'gay'?
Address and tackle	Language like that is not acceptable. You might think that word is hurtful, but many would.
Make it personal	I'm not happy with what you said. Homophobic language upsets me. I don't want to hear it again. What you have said really disappoints and upsets me. It's really important to treat everyone with respect, and that's why it's wrong to use homophobic words.

Once the incident has been dealt with accurate incident reporting and recording is important.