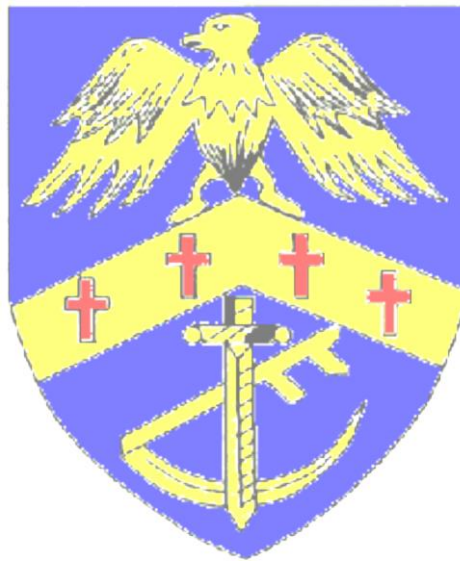


SUNNYMEDE JUNIOR SCHOOL

Learning for a Better Tomorrow

ANTI-BULLYING POLICY




Ratified by Governing Body: January 2016

Review: Every Two Years

This Review: February 2021

Next Review date: February 2023

Headteacher's signature	Chair of Governor's signature
	<i>M. Thomas</i> <i>K. Bleakley</i>

ANTI-BULLYING POLICY

Rationale

At Sunnymede Junior School, we do not tolerate bullying and will use a preventative approach to do our utmost to stop it from happening. We are committed to providing a caring, safe and friendly environment for pupils, visitors and staff.

A high standard of behaviour is expected within the school community so that teachers can teach effectively and children can maximise the learning opportunities provided for them. We have a commitment to improving outcomes for all our pupils and eliminating all forms of discrimination, harassment and bullying. In order to ensure this is so, we have agreed procedures to create a calm, secure and happy working environment for all.

Our Anti-Bullying policy is underpinned by our Behaviour Policy and both are underpinned by our school vision and mission statements, as well as by our core values and rules, as set out below.

OUR VISION

Our vision is that all our children leave our school equipped with the knowledge, skills and personal attributes to make them independent, well-rounded individuals and valued citizens of the future. We aspire for them to be reflective and confident, making wise and informed choices as they journey through life, making positive contributions in a global world. Our ultimate goal is for every one of our children to hold their heads up high, respect themselves and be respected by others.

MISSION STATEMENT

We provide a nurturing and stimulating environment where children appreciate the value of learning and discovery in all its forms. Through a **broad and balanced curriculum**, combined with **high quality teaching**, children have the opportunity to become successful learners, confident individuals and responsible citizens. As a junior school, we balance the **promotion of children's growing independence** with **mechanisms to support pupils appropriately** with their learning and personal areas of need. We **expect high standards of behaviour** and attitudes to learning from all members of the school community.

We believe that children achieve best when supported at both home and school. As such, we **encourage open and honest dialogue between parents and staff** and **urge parents to support with learning at home**, ensuring optimum intellectual, social, emotional and physical success.

It is important to us that our children feel safe, are listened to and feel proud to be part of our school. Mutual respect is integral to our ethos and all our children are valued as the individuals they are. We appreciate and **value diversity** and **maintain an ambience of tolerance and respect for all cultures and beliefs**.

OUR CORE VALUES

Our core values which, along with our motto, have been developed in consultation with pupils, parents, staff and governors, underpin our vision and our school motto, guiding everything we do. They are:

- Determination
- Honesty
- Independence
- Respect
- Responsibility
- Tolerance

OUR SCHOOL RULES

- We will keep ourselves and others safe.
- We will not interrupt the learning of others.
- We will treat people and property with respect.

Any type of bullying is unacceptable in our school and will be treated seriously. Its impact can be great and nobody should be a victim of bullying. We aim to prevent incidents of bullying taking place and, should any occur, deal with them promptly, thoroughly and in partnership. We use strategies to support the victim as well as those to help the child demonstrating bullying behaviour to learn different ways of behaving.

This policy aims to ensure there is a consistent school response to both preventing and dealing with bullying behaviour, with clear and effective strategies that are understood and promoted by all.

AIMS

- To develop a school environment that is both safe and secure for all pupils.
- To ensure strategies are effective in preventing bullying from occurring
- To have in place established systems that will deal with incidents of bullying swiftly and effectively, should they arise
- To develop confident children who will notify staff of any bullying incidents
- To ensure all members of the community understand the school's anti-bullying policy.
- To ensure a consistent approach from all members of the school community
- To provide support and guidance for those involved in any form of bullying, both victim and perpetrator

WHAT IS BULLYING?

The DfE defines bullying as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Bullying is the deliberate hurting, humiliating, intimidating, frightening or exclusion of one person by another where the bully is more powerful than the victim. It is usually repetitive or persistent and an abuse of power, leaving the targeted individual defenceless.

It is important that all members of the school community share the school's definition of bullying. There may sometimes be misunderstanding about the meaning of the term 'bullying'; one-off incidents, whilst they may be very serious and will always be taken seriously and dealt with, do not fall within the definition of 'bullying'.

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour, causing emotional or physical harm
2. It is repeated over time by the same individual or group
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

We hope to encourage pupils to see that many of the issues on the playground are not bullying, but may be friendship issues or isolated incidents that can be resolved swiftly and robustly with the help of an adult in school.

WHAT DOES BULLYING LOOK LIKE?

Bullying can take many forms, including:

- **Physical** (e.g. kicking, hitting, pushing, punching, grabbing, tripping up, spitting, intimidating behaviour or interference with personal property)
- **Verbal/Psychological** (e.g. threats, name-calling, taunts, undermining, shunning/ostracism, laughing at or ridiculing someone, spreading of rumours, whispering, threatening, gossiping, innuendo, aggressive language or tone. Harmful comments can be about a person's race, religion, appearance, sexual orientation, academic ability etc.
- **Exclusion** Ignoring someone or excluding someone from discussion / participating in activities with those they believe to be their friends
- **Damage to property or theft** a person's property is intentionally damaged, hidden or stolen; verbal or physical threats to coerce the person to hand over property to the bully
- **Cyber-Bullying** where ICT, particularly the internet and mobile phones are used to send nasty or threatening messages by email, phone calls, chat rooms and networking sites, photos or video posts or calls to deliberately upset someone else.
- **Racist Bullying** any form of abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language. Such incidents must be recorded on a racist incident form

A bully can also persuade others to carry out any of the above behaviours. Specific types of bullying can include:

- Bullying related to race, religion, colour or culture
- Bullying related to SEN or disabilities
- Bullying related to academic attainment
- Bullying related to appearance or health conditions
- Bullying related to related to sexual orientation
- Bullying of young carers, looked-after children
- Sexist or sexual bullying e.g. homophobic comments

HOW CAN A BULLY BE IDENTIFIED?

A bully is a person who makes life hard for others by deliberately picking on them. This happens not just once or twice but several times. Children, young people and adults can all display bullying behaviour or be bullied. They may also stand by and watch while others are bullied.

Bullies can work alone or in groups. It is not uncommon for bullies to have been bullied themselves in the past.

WHAT ARE THE HARMFUL EFFECTS OF BULLYING?

Evidence shows that bullying has a destructive and harmful impact on children and young people. It can lead to lack of confidence, low self-esteem, lack of confidence, depression, anxiety (indicators such as bed wetting, disturbed sleep). In extreme cases, this can even lead to suicide. These can affect the child's ability to enjoy their learning, achieve well and enjoy social interaction. This is why we must strive to prevent bullying and address it swiftly should it occur.

WHAT STRATEGIES DO WE USE TO PREVENT BULLYING?

We draw on a range of strategies to try out utmost to prevent bullying

- CSAPA small group intervention – Creating a successful positive attitude: helping children to understand how to use assertive behaviour in response to challenging situations
- ‘Go Girls’ and ‘Go Guys’ small group intervention to build self-esteem and improve self-image
- In-school counselling service to support emotional wellbeing of identified pupils
- Peer support mechanisms e.g. peer mediators, play leaders
- Timely use of circle time in class at the early sign of bullying tendencies being displayed.
- Rigorously enforced behaviour policy, focusing on rewards for good behaviour and positive relationships
- Comprehensive Jigsaw PSHCE programme
- Whole school assemblies to raise awareness of bullying e.g. setting out expectations of how to behave towards one another, understand what bullying means (including the implications of being a ‘bystander’), the signs of it happening and how to help ensure it gets resolved
- Anti-bullying focus weeks and events
- Engagement with Essex Police and other external agencies e.g. Crucial Crew workshops in Y6
- An anti-bullying code that all are expected to follow
- Well supervised lunch periods to ensure that behaviour is closely monitored, with specific pupils closely tracked
- Lunchtime club for pupils identified as needing alternative activities
- whole school staff training on strategies to prevent, recognise and deal with bullying, including cyber-bullying
- Vigilant staff throughout the school day who look out for indicators of bullying
- Encouraging children to share any early concerns about friendship issues by recording in the class ‘worry box’ or talking to a staff member in person
- A range of physical activities available during the lunch period to ensure pupils are occupied
- Encourage children to tell someone early on if they feel another pupil is being unkind to them, preferably a member of staff or, failing that, a parent or friend
- Working closely with parents and carers e.g. E-safety workshops, dialogue with parents when there are concerns about relationship issues between named children

WHAT ARE THE WARNING SIGNS THAT A CHILD MAY BE BEING BULLIED?

Some children may be frightened to say if they are being bullied. It is essential, therefore, that staff, parents and other children look out for signs of possible bullying. Whilst there may be other indicators, below is a list of some potential warning signs:

- loss of appetite
- change in friendship group or child is regularly alone or isolated
- giving things to another pupil e.g. money or possessions to another child
- always following the orders or instructions of another pupil
- poor attendance or does not want to come to school
- deterioration in the quality of work produced
- unusual or unexplained changes in mood or behaviours e.g. being clingy
- not sleeping, bed-wetting

Unfortunately, despite the vigilance of staff and the range of strategies deployed to prevent bullying from taking place, bullying may occur from time to time. The forthcoming sections set out how the school addresses bullying if it is thought to have taken place or is known to have done so. It sets out the expectations of different members of the school community.

WHAT IS THE PROCEDURE FOR DEALING WITH AND RECORDING ALLEGATIONS OF BULLYING?

Any allegation of bullying is taken seriously and will be investigated thoroughly, swiftly and with sensitivity. An allegation will not be upheld until a thorough investigation has taken place and there is sufficient evidence to indicate that the criteria for bullying are evident. It is important that the alleged victim and the alleged perpetrator are both able to give an account of the issues. Wherever possible, witnesses should be sought to help provide an unbiased account of the situation. All parties should be able to report and discuss incidents without feeling they are telling tales.

As soon as an incident is reported (either by the alleged victim, parent, staff member or another pupil), the following actions will be taken:

1. A detailed written report will be taken from the person who initially reported the bullying concerns (careful questioning to be used to get as detailed and accurate a report as possible). Record on the BULLYING INCIDENT FORM – see appendix 1)
2. Repeat Step 1 with the alleged victim, if different from the person who reported it. The alleged victim will be reassured that they were right to share their concerns and that the matter will be investigated carefully and as quickly as possible. During the investigation, support and advice should be offered as appropriate
3. Repeat Step 1 with the alleged perpetrator (be aware that some pupils may be reluctant or anxious about divulging information for fear of reprisal)
4. Actively seek witnesses, encourage impartiality and take detailed written accounts on the incident form. Witnesses should be encouraged to be impartial and should be interviewed individually in the first instance.
5. Conduct further interviews with individuals or groups as appropriate to the incident in order to gather further information or to help evaluate the evidence gained (as appropriate to the circumstance)
6. Try to establish the root cause for the behaviour, using a therapeutic approach wherever possible
7. Decide whether the evidence indicates that bullying has taken place or not, as originally reported
8. Agree what sanctions need to be applied to anyone identified as having bullied, in line with the behaviour policy. The sanction should be proportionate to the level of bullying and will often be agreed with the child and/ or their parent, encouraging the child to reflect on their behaviour and take responsibility
9. Agree what support might be needed to support the bully in order to ensure they do not find themselves in a similar situation in the future
10. Meet with the victim and agree what support they might need following the incident. Keep parents of victim informed
11. Keep relevant members of staff informed of the situation and ensure that close monitoring of the relationship between perpetrator and victim is in place going forward.
12. Hold follow up review meetings as required

A written account of the incident should be kept throughout the investigation (Appendix 1), recording the accounts given by various parties in an accurate and objective manner. A copy of the final report should be passed to the Headteacher to keep in the bullying incident log, regardless of whether or not the original allegation of bullying is upheld.

Before making an allegation of bullying, we encourage children and their parents to consider carefully whether the issues arising fit the criteria of bullying set out in this policy. They should try to distinguish

between bullying and one-off incidents, friendship issues or accidental incidents. We also ask children to be honest and ask themselves if their own behaviour has caused others to be angry or upset with them.

In the early stages of investigating a reported incident, the investigator may decide to carry out some monitoring or observations of the relationships in order to find first-hand evidence of the bullying, though this may not always be relevant or possible.

Investigations into allegations of bullying may be carried out by the class teacher or other senior member of staff. Where the Headteacher or Deputy is not taking the direct lead in investigating the incident, she, and the year and phase group leaders, must always be alerted to the incident as soon as it is reported and updated regularly.

HOW ARE VICTIMS OF BULLYING SUPPORTED?

Pupils who have been bullied will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff with whom they feel comfortable or, if appropriate, the school counsellor
- Agreeing strategies that will help them to feel safe whilst at school e.g. ensuring that the victim is not paired with the perpetrator for school based activities
- reassuring them that the situation will be monitored closely in the following weeks to ensure there is not a repeat incident
- Offering continued support as needed by the victim

WHAT SANCTIONS ARE IMPOSED ON PERPETRATORS OF BULLYING?

Pupils who have bullied others may require sanctions to ensure they understand the severity of their behaviour. The loss of privileges will be decided on according to individual circumstances surrounding the case, in line with the behaviour policy and in consultation with parents. In line with a therapeutic approach to behaviour management, a sanction may not be applied in all cases; the Headteacher or Deputy will make this decision. Regardless of the sanction, a sincere, written letter of apology to the victim will be expected and parents of a sanctioned child will be communicated with.

WHAT SUPPORT IS GIVEN TO PERPETRATORS OF BULLYING TO AVOID REPEATED BULLYING?

Any sanctions outlined above must sit alongside support for the pupil to ensure they treat people with respect in the future. Support for the bully may include opportunities to:

- help the pupil make sense of their actions and the consequences
- identify how they became involved in bullying and could have avoided it
- identify strategies to help them avoid repeat behaviour
- help them develop their self-esteem

These matters might be discussed with an appropriate member of staff or the school counsellor, with a view to solving the root cause of the presenting behaviour. The pupil may also be required to take part in a relevant intervention programme.

WHAT ARE OUR ROLES AND RESPONSIBILITIES?

Governors

Governors take responsibility for monitoring the implementation of the policy and for ensuring it is reviewed regularly. This may involve visiting the school regularly to collect evidence and reporting

back to the Governing Body. They are responsible for ensuring there is a robust policy in place and reviewing data linked to bullying e.g. number or reported incidents upheld / not withheld over time.

Leadership members (Headteacher and Senior Staff) should:

- take the lead in promoting a positive school ethos, where prejudice and discrimination are not tolerated and difference is respected, so all children feel and are safe
- take responsibility for implementing, monitoring and evaluating the effectiveness of the anti-bullying policy throughout the school
- ensure alleged bullying incidents are investigated and reported thoroughly, delegating as appropriate
- ensure the anti-bullying policy is up-to-date
- ensure records of reported or actual bullying incidents are kept and monitored for patterns

All School Staff should:

- be available to listen to children if they have any concerns and take them seriously
- be vigilant in looking out for any signs that a child may be bullied e.g. in the playground
- investigate and record incidents of alleged bullying timely and thoroughly, using a fair and consistent approach
- keep the leadership team informed and updated of any incidents being investigated, along with parents where appropriate
- ensure the safety of pupils at all times
- promote anti-bullying strategies in the planned curriculum and remind pupils of the anti-bullying code of conduct

Parents/Carers of a child who is suspected of being bullied should:

- watch out for signs that something is wrong e.g. sudden reluctance to attend school, feels ill regularly, keeps asking for extra money, cannot focus on school work
- encourage your child to talk about the situation
- advise your child not to fight back but to 'stand tall' and tell someone who can help them
- listen and sympathise, but do not over-react or jump to conclusions
- ask them simple questions to clarify details if they are being quite general
- tell them that there is nothing wrong with them
- praise your child for telling you how they are feeling
- report any concerns to the school immediately if you suspect bullying (the class teacher in the first instance). Social media is not the place to make allegations of bullying; discussions should be with the school
- avoid approaching other parents about the concerns yourself in the playground etc. This usually makes the problems worse for both you and your child
- consider the definition of bullying and try to establish with your child if this is an isolated incident of bad behaviour or if it is persistent and intentional
- stay calm

Parents/carers of a child who is suspected of bullying behaviour should:

- discuss the situation at home and explain how serious the situation could become
- always criticise the behaviour, not the child
- praise the child for changing his/her behaviour
- try to increase their child's circle of friends – invite other children home in order to improve his/her social skills
- stay calm

All parents should:

- become familiar with the school's anti-bullying policy and the definition of the term 'bullying'
- ensure their child arrives at school on time, regularly, in good health and wearing correct uniform, so they are ready to learn
- support the school's high expectations of good behaviour
- actively engage with their child and their experiences at school, both academically and socially

- encourage their child to understand that as they get older they should take increasing personal responsibility both academically and socially; to self-differentiate between bullying and more isolated incidents of bad behaviour or friendship issues that are common within the junior school phase

Pupils should:

- report the bullying of themselves or others straight away to a member of staff
- never join in any bullying or unkind behaviour, as this will mean that they are participating in the bullying
- never ignore bullying that they see; watching and doing nothing means they must take some responsibility for the bullying
- contribute to the development of the school behaviour and anti-bullying policy
- use the term 'bullying' with care when reporting incidents, making sure they understand the difference between bullying and friendship issues or one-off incidents
- make sure they stay in areas of the school where they should be, where there is staff supervision
- treat all other as they would like to be treated themselves and support the school anti-bullying code of conduct (see below)

OUR ANTI-BULLYING CODE

If I witness bullying...	If I think I am being bullied...
<ul style="list-style-type: none"> • I check the victim is ok and offer to help them • I try to persuade the bully to stop • I don't join in with the bully • I report it straight away to a staff member 	<ul style="list-style-type: none"> • I am brave and stand up for myself • I tell a member of staff or someone I can trust straight away • I don't bully them back
<p>WE ALWAYS TREAT PEOPLE AS WE WOULD WANT TO BE TREATED OURSELVES</p>	

MONITORING AND REVIEW

Governors and senior leaders are responsible for monitoring the implementation and effectiveness of this policy. The designated governor is responsible for reviewing the effectiveness of this policy and to review the teaching and learning of this aspect of the PSHCE curriculum.

Governors quality assure the information provided by the Headteacher in their termly report to the Governing Body to ensure the school is working to meet the aims of this policy.

The Headteacher monitors the bullying incident log regularly to identify and address any particular patterns that may cause concern.

Behaviour is reviewed periodically with children through our Pupil Parliament meetings and through pupil voice activities and surveys.

Parents' views about bullying and behaviour are gathered through periodic parent surveys.

This policy was adopted in January 2016 and was developed in partnership with pupils, parents, staff and governors.

BULLYING / CYBER BULLYING INCIDENT RECORD (perceived or actual)

Continue statements of those involved on separate sheet if needed

BULLYING / CYBER BULLYING INCIDENT RECORD (perceived or actual)	
Who reported this incident?	
Date they reported it	
When / where did the alleged bullying take place?	
Was the term 'bullying' used by the person who reported the incident?	
Name the alleged victim/s Class	
Name the alleged perpetrator/s	
Were there any eyewitnesses?	

Details of incident(s) by the person who initiated the report:

Who investigated this incident?

Account by alleged victim (if different from the person who reported it):

-

Account by alleged perpetrator:

-

Account by alleged names eyewitnesses:

-

Additional notes / information):

What conclusion was drawn?

Is it agreed that bullying has taken place? (as opposed to a one-off incident/ Please use the box below to support in making judgement – most cases of bullying have these three elements in common)	YES / NO
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	Yes	No	Unable to determine/ evidence/ ambiguous	Notes
1. It is deliberately hurtful behaviour, causing emotional or physical harm?				
2. It is repeated over time by the same individual or group				
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.				

How has the victim been supported?	
How has the perpetrator been sanctioned and supported?	
Have parents been informed / made aware of incidents and outcomes, as relevant to the case (state who and give details on separate sheet if needed)?	

If the incident does meet the school's criteria for bullying, was the incident (please tick one or more boxes):

Verbal	Physical	Social / covert/indirect	Online / cyber	Homophobic	Disability	Racist
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If the incident does not meet the school's criteria for bullying, was the incident (please tick):

An accident	A 'one-off' incident	A disagreement between pupils who are friends / usually friends	Other
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