



Overdale Junior School

Anti-Bullying Policy

April 2018

1. Introduction

This policy has been written with reference to *Preventing and Tackling Bullying*, Department for Education 2013. It is also linked to the Behaviour, Discipline and Learning to Learn Policy (subsequently referred to as the Behaviour Policy) and E-Safety Policy.

1.1 Aims

At Overdale Junior School we believe that all people have the right to come to school without the fear of being bullied. If bullying does occur, all pupils should be able to tell someone and know that the incident will be dealt with promptly and effectively. Everyone in the school community has a responsibility to report bullying and bystander behaviour will not be tolerated. Anyone who knows that bullying is happening is expected to report it to the staff. The school recognises that certain groups including SEN children may be more vulnerable becoming victims or perpetrators. We will respond to all forms of bullying that we are aware of. Bullying is never acceptable. This policy applies to all staff, governors, pupils and visitors to the school.

2. Definition - What is bullying?

Bullying is not usually an isolated incident and involves a pattern of repeated behaviour. The Leicester City LA definition of bullying is "A physical, psychological or verbal attack against an individual or group of individuals by a person, or group of persons, causing physical or psychological harm to the victim."

Everyone at Overdale Junior School is made aware of the STOP message through PSHE lessons, a leaflet and assemblies:

Several
Times
On
Purpose

Start
Telling
Other
People

Helping Hand – 5 people to tell:

1. Our friends /FAB members
2. Our teacher
3. Adults at school
4. Parents or carer
5. Club leader

Bullying can be:

- Emotional:** Repeatedly being unfriendly, excluding, teasing or threatening.
- Physical:** Pushing, kicking, hitting, punching or any repeated use of violence.
- Verbal:** Repeated name-calling, sarcasm, spreading rumours, teasing, swearing.

Specific types of bullying can be:

- (i) related to race, religion or culture - racial taunts, graffiti, gestures (racism is discrimination or hostility towards people of other races);
- (ii) related to sexual orientation - name-calling or insults, e.g. "gay boy";

- (iii) related to disability or Special Educational Needs - making fun, mimicking or picking on someone less able or with a mental or physical disability;
- (iv) related to appearance or health - e.g. "spotty", "fatty";
- (v) sexist or sexual bullying - unwanted physical contact or rude comments;
- (vi) cyber bullying - intimidating or offensive e-mails, hashtags and texts;
- (vii) material – damage, extortion;
- (viii) bystanders - people not taking action or allowing bullying to take place (e.g. watching a fight). Bystanders should be encouraged to speak out if they witness bullying taking place.

2.1 Bullying in the community

Overdale Junior School expects all of its pupils/staff to behave in an acceptable manner.

2.1.2 Outside School

Conduct that threatens the health and safety of pupils, staff or members of the community will not be tolerated. The Headteacher has the power to regulate the behaviour of pupils off site.

- a) Bullying on school trips and at clubs off-site will be investigated.
- b) Bullying of a pupil by other pupils from Overdale Junior School in the community
Parents or members of the community should report bullying behaviour to the Headteacher. The Headteacher will consider the evidence available and if the claim is proven will impose sanctions in line with the school's general Behaviour Policy. If the behaviour is considered serious and an offence may have occurred the Headteacher will refer the incident to the local community police officer.
- c) Bullying of a pupil by a pupil from another school
The Headteacher will report the incident to the Headteacher of the school involved and inform the local community police officer if the incident is serious.
- d) Bullying of a member of staff
All staff have the same rights of protection from bullying and intimidation as any citizen in a public place. They can report the matter to the police and also the Headteacher who will apply disciplinary sanctions in line with the school's Behaviour Policy. This is equally true for both direct and indirect bullying (e.g. cyber bullying out of school *via* intimidating or abusive texts or emails).

3. Signs of bullying

3.1 Children

A child may indicate through signs or behaviours that he or she is being bullied. These signs and behaviours could indicate other problems, especially when new to the school, but bullying should be considered as a possibility and should be investigated. Adults should be aware of these possible signs and that they should investigate if a child:

- becomes frightened of walking to or from school;
- is unwilling to go to school (school anxiety);
- begins truanting (skipping school);
- becomes withdrawn, anxious or lacking in confidence;
- cries to sleep at night or has nightmares;
- shows a pattern of minor illnesses;
- begins to do less well in school work;
- asks for money or starts to steal;
- has unexplained cuts and bruises;
- becomes aggressive, disruptive or unreasonable;

- is bullying other children or brothers and sisters;
- shows a change of eating pattern without reasons;
- is frightened to say what's wrong;
- gives improbable excuses for any of the above.

3.2 Adults

Employees of the school need to be aware that bullying is a high profile issue and must be taken seriously. This policy will be publicised to staff, parents and pupils annually, usually alongside the Behaviour Policy, to ensure the systems are effective.

An adult may indicate through signs or behaviours that he or she is being bullied. These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated. Other adults should be aware of these possible signs and that they should investigate if an adult:

- displays significant changes in normal behaviour or attitude;
- is upset;
- appears angry;
- becomes withdrawn;
- is unusually quiet;
- becomes depressed;
- appears frightened or subdued in the presence of particular people;
- suffers from unexplained illness;
- suffers from sleepless nights.

4. Procedures

4.1 Procedures for parents

In this section the word 'bully' has been replaced by the word **perpetrator**. The definition of 'perpetrate' is to commit or be responsible for something, usually something criminal or morally wrong. This indicates that it is the specific behaviour that is being addressed, rather than attaching the label of 'bully' to the person.

If you think that your child is being bullied, reassure them of your support and contact your child's class teacher or the Head at school straightaway by phone, letter or in person.

If your child will talk to you about the bullying write the information down and try to include details such as the name of the perpetrator(s), any witnesses, and the time and place of each and every incident and pass this on to your child's teacher or the Headteacher. We will then be able to gain a clearer picture by talking to everyone involved as soon as possible after the incident.

4.2 Procedures for children

- (i) TELL SOMEONE; report incidents of bullying to ANY member of staff, including dining supervisors, or another child who can tell staff.
- (ii) Read the Child Friendly advice leaflet and other leaflets available outside the office.
- (iii) Remember the 'STOP' message: Several Times on Purpose.
- (iv) In some cases parents will be told and will be asked to come into a meeting to discuss the problems.
- (v) The perpetrator(s) will be talked to and the bullying investigated. If necessary and appropriate, police will be consulted.
- (vi) Children witnessing a bullying incident have a responsibility to report to an appropriate adult.

4.3 Procedures for teachers

- (i) Record all reported incidents of bullying using the 'incident slips'.
- (ii) Talk to the children involved.
- (iii) Record bullying incidents on the child's Assertive mentoring record.
- (iv) If the incident is confirmed as bullying, report it to the Headteacher who will contact parents if necessary and, if appropriate, the police.
- (v) Continue to monitor the situation and record any recurring incidents.

4.4. Procedures for lunchtime supervisors

- (i) Record recurring incidents in the lunchtime logbook, complete a written incident slip and give it to the teacher or Headteacher.
- (ii) The logbook will be monitored, issues will be reported to class teachers by the lunchtime manager and any on-going issues will be flagged up.
- (iii) Regular meetings will take place between lunchtime supervisors and the midday manager to disseminate information regarding children who are victims or perpetrators of bullying. The Headteacher will disseminate information to the lunchtime staff *via* the midday manager and meetings will be held when required.

4.5 Recording of incidents using Sims

Staff should report incidents of bullying to the office staff who will log electronically brief details in the Sims behavior checklist as verbal (V), physical (P) or emotional (E). This can be checked by the Headteacher.

All staff are responsible for recording any incidents of bullying. If it is a child being bullied or bullying, the incident should be recorded by the teacher in the child's assertive mentoring record. An incident form will be completed to report the incident. In the case of an adult being bullied then the incident should be reported immediately to the Headteacher who keeps staff records. The Headteacher has overall responsibility to ensure incidents of bullying are recorded. Information on recorded incidents will be made available to the school's Governing Body on an annual basis.

At any point during this process if the incident is thought to be severe, exclusion procedures may begin.

Where bullying affects adults they are advised to speak to someone they trust, where possible someone on the management team. This must then be reported to the Headteacher. If the accusation is against the Headteacher, the Chair of Governors should be informed. They are also advised to contact their union for help and advice. A representative may attend any meetings with the member of staff who is the alleged victim.

These procedures will be monitored and evaluated to measure their effectiveness at the annual policy review. Staff will be consulted about using the procedures and they will be adapted if necessary to be more effective. The Headteacher will have overall responsibility for the process of monitoring and recording incidents of bullying but may delegate elements of the procedure to a named member of staff.

5. Prevention Strategies

We are committed to creating an anti-bullying ethos and positive learning environment where all children and adults feel safe, valued and able to thrive and reach their full potential. We will be proactive in preventing bullying. We recognize that a range of strategies may be necessary to address bullying depending on the circumstances and the age and ability of the children involved.

5.1 For children

Strategies may include:

- Assertive mentoring to encouraging positive and co-operative behaviour in school to reduce likelihood of bullying occurring
- Circle of Friends or other managed lunchtime interventions, like Games Club, may be offered to especially vulnerable children.
- Promoting the Overdale Values (see Behaviour Policy) including wristbands and house point system to encourage working together.
- A child-friendly Anti-Bullying Advice leaflet to reinforce the 'STOP' message used across the school.
- Assemblies on positive relationships and anti-bullying.
- Weekly celebration assemblies that reward achievement/good behaviour.
- PSHE/Circle time lessons including role-play.
- Philosophy for children (P4C) in school to develop good moral behaviour, social and communication skills.
- Ensuring that the school environment does not allow places where bullying can go unnoticed.
- Friends Against Bullying (FAB) team on duty each lunchtime to help children make new friends (Friendship Stop in the playground) and deal with relationship issues.
- FAB supported in their role by school staff and offer monthly meetings to help children make new friends.
- High profile activities occur during National Anti-Bullying Week every November.
- Conflict resolution training for dining supervisors.
- School Council help to review the Anti-Bullying Policy and promote the STOP message through activities and fund-raising.
- Introduction of weekly Ambassadors in class to have leading role/responsibilities inside and outside the classroom.
- Additional FAB Helpers engaged to support the FAB team
- Actively celebrate and value diversity and difference within the school community eg Diversity Day.

5.1.1 Support for the perpetrator

Strategies may include:

- Referral to BEST and a behaviour plan put in place.
- Being put on report and reporting to the Headteacher daily.
- Provision of a small staffed lunchtime club for those who find interaction with others difficult.
- Focus on the playground: more activities, improvement of the playground equipment and environment, extra training for lunchtime supervisors in mediation and play.
- Provision of a quiet/cooling off area to be reflective about their behaviour.

5.1.2 Support for the victim

Strategies may include:

- Focus on the playground: more activities, improvement of the playground equipment and environment, extra training for lunchtime supervisors in mediation and play.
- Peer support systems for the playground, e.g. FAB (Friends Against Bullying) and Year 6 buddies for Year 3 children.
- Well Being register to support vulnerable children and use of intervention programmes like Circle of Friends, Big Moves, Supportive Friends etc to build self-confidence and self-esteem.
- Friendship Stop manned by FAB to involve children in games, activities.

- Encouragement of class teacher/mentor to change their behaviour, show respect for others.
- Encourage the perpetrator to “say sorry” to the victim.

5.2 For adults

- Awareness of the school’s stance on bullying through the Anti-Bullying Policy and Anti-Bullying Week.
- Up to date knowledge and understanding of local and national guidance on effective practice and policy development, including DfE guidance “**Preventing and Tackling Bullying**” and LA guidance “**Roar like a Lion**”.
- An understanding of the relationship between our Anti-Bullying Policy and other policies particularly in relation to equality, inclusion, disability and discrimination.
- Actively celebrate and value diversity and difference within the school community eg Diversity Day.
- Support members of our school team by ensuring incidents are reported and treated both confidentially and seriously.
- Parents’ flyers, information on the website and copies of the child-friendly Anti-Bullying Advice leaflet sent out during Anti Bullying Week.
- Overdale Parents’ Forum to help review the Anti-Bullying Policy.

6. Consultation

When developing and reviewing this policy the following people/groups will participate in the consultation:

- Teachers, non-teaching staff, lunchtime supervisors, and parents/carers, by seeing the policy, commenting and reviewing effectiveness at staff meetings.
- Parents, through discussion at the Parents’ Forum.
- Children through the School Council representatives and FAB team.
- Governors by seeing the policy, commenting and reviewing.
- Parent governors may seek the views of parents.
- Parents/carers by being sent regular updates on the promotion of anti-bullying initiatives, being able to obtain a copy of the policy from the school office/website.
- Occasional questionnaires sent to pupils and parents to establish the effectiveness of existing policies, areas for improvement and successful strategies to be developed further.

7. Communication

The Anti-Bullying Policy will be available for all parents to download from the school website and copies will also be available from the school office on request.

All staff have access to an electronic copy of the policy, and the Chair of Governors will also have a copy of the current policy.

The poster “Leicester Anti-bullying Community – A Charter for Action” will be displayed prominently in the school reception area.

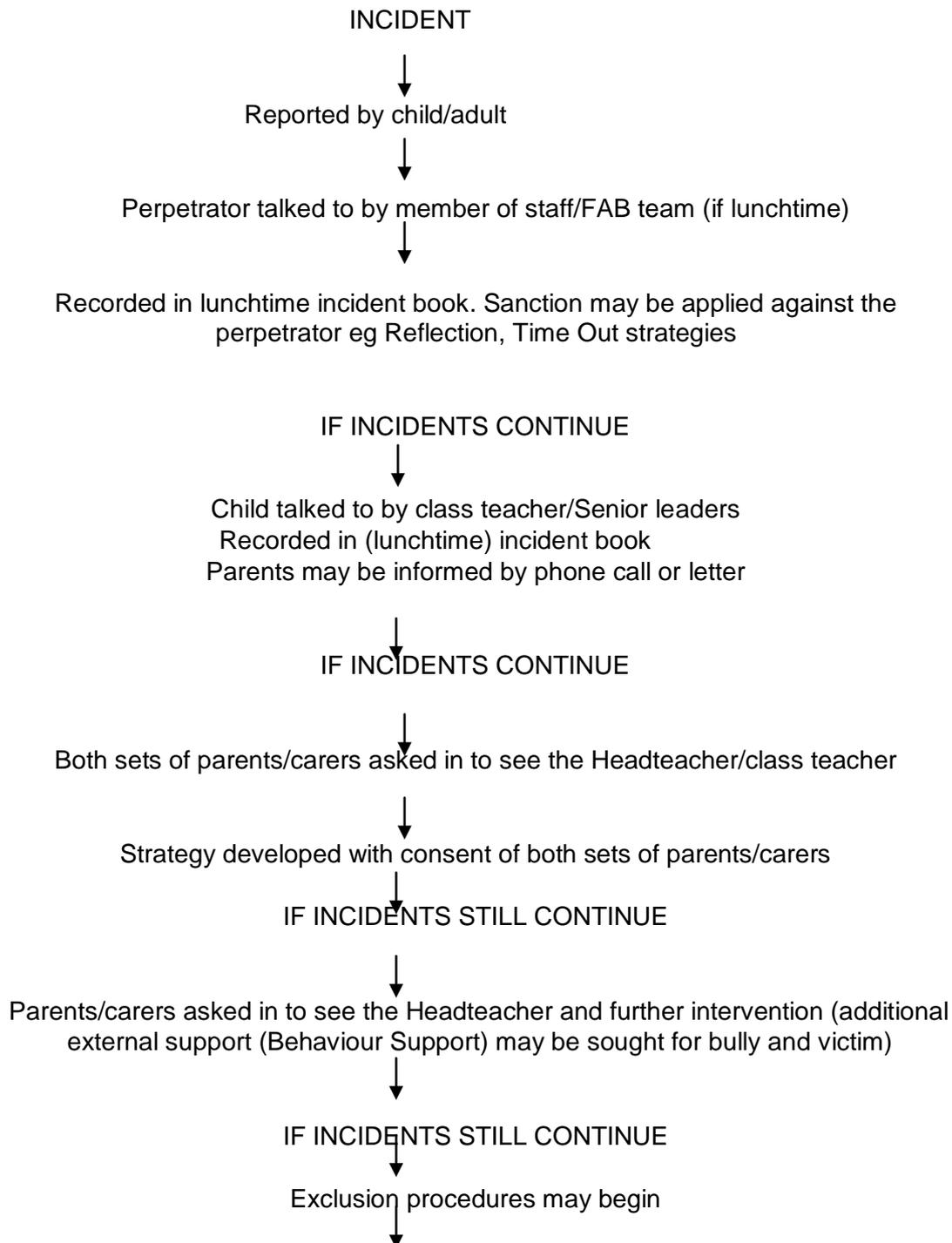
Date approved by FGB:
April 2018

Date of review:
April 2019

Signed..... Date.....

Signed (Headteacher) Date

Signed (Chair of Governors) Date

APPENDIX**Bullying Action Checklist ******** This process may be accelerated**

Headteacher, child and or parents/carers may meet later to ensure the problem is solved.