

Higher Bebington Junior School Anti-Bullying Policy



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Written in conjunction with staff, parents and pupils of
Higher Bebington Junior School

Principles and Values

At Higher Bebington Junior School we are determined to provide our pupils with a safe, secure and happy environment in which to learn. We expect high standards of behaviour and do our best to encourage our pupils to develop into responsible and valued members of the community. All pupils have the right to feel secure, to be able to trust without fear, and to expect protection from adults in positions of care and responsibility. They also have a basic right to take full part in their education in an environment that is supportive and positive.

At Higher Bebington Junior School bullying in any shape or form will **not be tolerated** and children, parents/carers should be assured that they will be supported when bullying is reported it will be investigated immediately. The school will seek ways to counter the effects of bullying that may occur within school or the local community, and will provide activities within the curriculum to minimise the likelihood of bullying taking place. The ethos of our school fosters high expectations of behaviour and we will challenge any behaviour that falls below this.

What is Bullying?

The pupils of the school have agreed the following definitions through work completed in class and whole school assemblies, PSHE and lessons:

3A: Bullying is when someone is mean to you every day or a lot. Bullying is when someone says unkind words to you and doesn't stop. If you are bullied you should tell a teacher.

3P: Bullying is when people are unkind and not helpful. It is when people can hurt others not just with their hand but also with their words.

3R: A zero tolerance to unkind behaviour that is targeted and repetitive.

4C: Bullying is mean behaviour that hurts someone else. It can be verbal, like name-calling, or physical like punching and kicking. It can happen anywhere-at school, at home or online. It is done repeatedly on purpose.

4H: Bullying is targeting and hurting someone emotionally, physically or verbally over and over again. It can also be online.

4T: Bullying is constant abuse that can be verbal or physical. It is not just a fall out. Don't forget cyber bullying online is just as harmful and important.

5L: Bullying can be done verbally, physically and online. It is when negative behaviour is constantly repeated. It could be done by an individual or a group.

5P: Bullying is when you hurt someone over and over again. Bullying can be verbal, emotional, physical or online.

5S: Bullying is doing something repetitively or over and over again that hurts people's feelings or hurts them physically.

6C: Bullying occurs when someone is hurt physically or emotionally. This is an imbalance of power and this is repeated on more than one occasion. It negatively affects the victim's life.

6D: Bullying is targeting individuals over a period of time. Bullying can take many forms such as: discrimination, racism, verbal, physical, age, sexism, cyber, religion and disability. It hurts people on the outside and inside and most people do it because of the type of life they have.

6TW: Bullying is when someone hurts you frequently. It can be verbal, physical or cyber and it makes you feel very upset and low.

Staff, parents/carers and governors of the school have agreed the following definition:

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened. Bullying is usually repeated over time, although single incidents are sometimes sufficiently distressing to meet the bullying criteria. Bullying makes those who are being bullied feel powerless to defend themselves. This reduces their feelings of self-worth. Bullying takes place where there is an imbalance of power of bully (bullies) over victim.

It is not bullying when two children of similar age, power or strength have an occasional fight or quarrel.

Bullying is defined as any actions that are meant to be hurtful and can take many forms. The four main types are:

- **Physical** -(e.g. pushing, kicking, hitting, punching or any use of violence towards a person or their property, any unwanted physical contact)
- **Verbal** – direct or indirect (e.g. name calling, sarcasm, spreading rumours, teasing with reference to somebody being different. Involves speaking to a person or about a person. Also includes phone calls)
- **Emotional** -(e.g. staring, glaring, exclusion from activities or friends, tormenting, threatening, made up stories, spreading rumours)
- **Cyber** -(e.g. using technology to hurt someone through a variety of media such as text messages, the internet, social networks, video hosting sites etc. Misuse of associated technology such as camera and video facilities including those on mobile phones)

Racist bullying is any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals on the basis of their race, skin colour, nationality, culture, language or religion.

Extremist bullying is any bullying that would impose extreme views onto others. See the school's Prevent Policy for further information.

Homophobic, Transphobic and Biphobic bullying involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation, including if they do not conform to a perceived dominant masculine or feminine gender image.

Some pupils are in some way more vulnerable to bullying, such as pupils who have specific abilities, disabilities or special educational needs (including behaviour), pupils

new to the school, pupils who fall into specific social groups due to their family status or those with English as an Additional Language. School is highly aware of these pupils and takes additional care to meet their needs.

Aims and 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. In every class, there is a clear anti-bullying contract, which teachers and children have signed. We understand the importance of having positive attitudes, behaviour and relationships and the impact that this has on learning and achievement. We emphasise that every pupil is of equal worth, irrespective of age, gender, gender identity, family background, ethnic background or academic attainment.

We aim, as a school, to produce a safe, happy and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. The adults working in our school provide positive role models.

This policy aims to produce a consistent school response to any bullying incidents that may occur. All incidents are treated seriously and are dealt with quickly and efficiently.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Signs and Symptoms

Signs of bullying can be extremely variable and will very much depend on the individual. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems. The more common signs include:

- Physical signs- (injuries, damaged clothing, general ill-health due to stress)
- Emotional signs -(mood swings, changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness)
- Behavioural signs -(withdrawn, frequent unexplained absences, poor concentration, eating disorder, evidence of self-harm, disruptive/challenging/bullying behaviour)
- General- (frequently 'lose' money/possessions, appears tired/lethargic, avoids entering/leaving school with others, desire to remain in the company of adults)

These signs could indicate other problems, but bullying should be considered as a possibility and should be investigated.

The role of governors

The governing body supports the head teacher in all attempts to eliminate bullying 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 governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the head teacher

It is the responsibility of the head teacher to implement the Anti-bullying Policy, 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 head teacher ensures that reports are made to the governing body about the effectiveness of the anti-bullying policy.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The head teacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Each year the head teacher will assess any incidents of bullying with the SLT and governors updating all bullying records, to ensure that no further bullying involving the pupils in the record has taken place and that any patterns that can be identified in bullying behaviour are being addressed.

The role of staff members

The staff in school take all forms of bullying seriously, and seek to prevent it from taking place. The school's uses our Jigsaw PSHE curriculum and general class assemblies when dealing with any inappropriate behaviour in school, and are also displayed throughout the school. Through the Jigsaw PSHE curriculum and the Anti-bullying weeks each term, all staff will educate pupils about how to make and maintain friendships, how to mend damaged friendships, what bullying is and is not and how to deal with any incidents of bullying that pupils are involved in or witness

to. Through the school's work on promoting British Values, Diversity and the work towards being a Rights Respecting School, children are encouraged to understand and empathise with vulnerable peers and to gain the skills to support all their peers appropriately. Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property. Pupils' polite and kind behaviour is regularly acknowledged and rewarded each week in the Celebration Assembly through our Character Award.

Should incidents of bullying arise teachers and support staff keep a record (using CPOMs). These are passed to SLT. Teachers and support staff do all they can to support the child who is being bullied and the child who is bullying, ensuring that parents/carers remain informed. Incidents of bullying are followed up at the SLT meetings, so senior staff can check that the bullying has not resumed over the following months.

When any bullying has taken place, the teacher will deal with the issue as soon as possible. This will involve support for the victim and may involve sanctions for the offender and ongoing support will be provided over a sustained period as appropriate, to ensure that no further incidents of bullying occur. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future, and reassuring the victim that measures will be put into place to ensure that no further incidents of bullying will take place. Restorative approaches will be used if appropriate. Both children's parents/carers will be informed, and they may be invited into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the head teacher may contact external support agencies, such as the school's Educational Psychologist.

Any relevant opportunities to attend training will be taken up by all members of staff, to equip them to identify bullying and to follow school policy and procedures with regard to behaviour management. Evaluation of training and next steps will be recorded and passed to the school's Continuing Professional Development co-ordinator.

The school's Designated Safeguarding Lead, Assistant Safeguarding Lead, SENDCo, work to ensure that all pupils, with particular regard to pupils who may be vulnerable to bullying, are provided with an appropriate level of support to ensure that they are able to experience all that school has to offer. The team, with the support of the headteacher, identifies pupils to complete a range of interventions that are offered each term.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Through the PSHE curriculum children are taught about how to develop positive relationships, and this message is reinforced in all aspects of school life. Further work covers the different types of bullying. Staff use drama (including drama groups), role-play and stories within the curriculum and assemblies, to help pupils understand the feelings of bullied children and those who bully, and to practise the restraint required to avoid bullying behaviour. Through the Jigsaw PSHE curriculum, bullying is raised as a whole school issue each year and two further anti-bullying weeks are scheduled annually into the school's calendar, with one week dealing specifically with cyber bullying, which is followed up through the

Computing curriculum. Each class has produced their own Anti-Bullying Charter which every pupil signs before it is displayed in the classroom. Further opportunities to raise bullying as an issue are identified through the cross curricular work of each year group.

Staff provide training and support for the Year 5 Play Leaders, in order to help them provide engaging activities for younger pupils during lunchtime and to ensure that all pupils feel included.

Pupil Parliament will meet to help to draw up an anti-bullying policy and collate definitions (included in this policy) for their class. These are clearly displayed around the school.

Staff must remain vigilant about bullying. They should not wait for a child to tell them that they are being bullied before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff are made aware of any vulnerable pupils within their class during a transfer of records meeting, so the well-being of these pupils can be monitored more closely and additional support can be offered if required.

The role of parents/carers

Parents/carers 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 who will follow the school's policy. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, which is available from the school office.

Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Parents are strongly discouraged from trying to deal with any incidents of bullying themselves, by approaching either the child involved or their parents.

Parents also have a responsibility to guide their children to be kind and not display bullying behaviour.

Parents have responsibility to monitor online safety and ensure comments made on different platforms are kind and appropriate.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are or someone else is being bullied, and if the bullying continues, they must keep on letting people know. All pupils have been informed of the lead teacher and governor for anti-bullying issues, through assemblies, and information posters around the school highlight who pupils can approach for support with a bullying issue, both in school and through the use outside agencies. The anti-bullying display and work with buddies' signposts children to the steps they should take if they feel bullying is going on.

Pupil Parliament from each class are responsible for passing on information about bullying to their own class and every child in the school They have received training which will be updated annually. Pupil Parliament report any incidents of bullying that they may observe or hear about in school and incidents involving pupils in the local community.

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors on the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually with input from pupils, parents/carers, governors and staff.