

# ANTIBULLYING POLICY

## EQUAL OPPORTUNITIES

At Noremars Junior School we are committed to equal opportunities for all. We will ensure equal access to the curriculum by providing learning opportunities for every pupil, regardless of their ability level, race, cultural background, gender and social circumstances.

Signed: ..... Chair of Governors

Dated: .....

**Written / revised:** October 2021

## Introduction

Noremars is an inclusive school and respects and values the diversity of the Community.

However, it manifests itself bullying will not be tolerated at Noremars Junior School. Bullying at Noremars is rare and when it does occur it is responded to swiftly.

We do have incidents of hurtful behaviour, particularly when children make mistakes in relationships. It is the ethos of Noremars Junior School to give our pupils resilience and the skills and strategies to manage incidents of hurtful behaviour and to build positive relationships with each other. At all times, we believe that, when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and not the child.

## Aims

The aim of this policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

## Definition

Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Bullying is defined as deliberately hurtful behaviour, repeated regularly over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (eg hiding books, threatening gestures) Physical – pushing, kicking, hitting, punching or any use of violence
- Non-verbal communication – unkind looks and expressions, hand gestures
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality · Verbal name-calling – sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, ie camera and video facilities
- Prejudice – based bullying related to special educational need, sexual orientation, sex, race, religion and belief, social deprivation, gender reassignment or disability.



## Aims and Objectives

This policy is designed to ensure that, as a school, we are alert to signs of bullying and act promptly and firmly against it.

We aim:

- · To promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- · To take positive action to prevent bullying from occurring through giving our pupils the strategies and skills to cope through effective teaching.
- · To show commitment to overcoming bullying by practising zero tolerance.
- · To ensure that all pupils, staff, governors and parents are aware of the school's opposition to bullying and that each person is clear of their responsibilities with regard to the eradication of bullying.
- · To inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- · To make staff aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.
- · To have a consistent approach for dealing with any incidents of bullying that may occur.
- · To ensure that all bullying incidents are resolved satisfactorily within the shortest time frame possible.
- · To ensure that all incidents are recorded consistently using CPOMS

## Roles and Responsibilities

### Whole School and Individual Staff Responsibilities

Suspected bullying should never be ignored and all forms of bullying should be taken seriously with intervention to prevent incidents from taking place.

Staff will:

- Foster opportunities for children to learn to care for one another.
- Never make premature assumptions.
- Listen carefully to all accounts and investigate as fully as possible.
- Adopt a problem-solving approach which moves pupils on from justifying themselves.
- Talk to the child about any incident and reassure them that telling was the right thing to do.
- Complete the school pro-forma for recording bullying incidents and always report to the Head Teacher.
- Follow-up repeatedly, checking bullying has not resumed.
- Use of a range of teaching and learning styles and strategies which challenge bullying.
- Use interventions which are least intrusive and most effective.
- Act as a role model for children in their relationships with adults and children.
- Do all they can to support the child who is being bullied, ensuring that they find time to allow children to talk about any concerns.
- Ensure that children are well supervised at all times.



- Create a classroom climate of trust and respect for all by praising, rewarding and celebrating the success of all children.
- Ensure that opportunities to develop skills and strategies to cope with unacceptable bullying type behaviour are given to our pupils through PSHE, values materials, anti-bullying assemblies and workshops.
- Have read Keeping Children Safe in Education, Part 1 and the school's Child Protection Policy and others as directed by Headteacher and DSL

**The Head Teacher will:**

- Establish opportunities for children to learn to care for one another
- Implement the anti-bullying strategy and ensure that all staff (teaching and support) are aware of this policy and know how to deal with incidents of bullying.
- Read incidents logged on CPOMS and liaise with relevant staff about next steps, feeding back any actions taken and who is responsible. · Ensure that every child knows bullying is wrong and that it is totally unacceptable behaviour. This may be done as a planned exercise or when opportunity arises, through assemblies, in PSHE lessons or during ant-bullying week.
- Set a school climate of mutual support and praise for success, thereby making bullying less likely.
- Inform parents if their child has been involved in bullying, whether as a victim or perpetrator and work with parents to support the child.
- Ensure all staff receive regular training on how to identify bullying and appropriate intervention techniques.
- Ensure the curriculum offers regular opportunities for children to understand the implications of bullying and the appropriate action to take.

**Governors will:**

- Support the Head Teacher in all attempts to eliminate bullying from the school.
- Monitor incidents of bullying that occur and review the effectiveness of this policy.
- Require the Head Teacher to keep accurate records of all incidents of bullying (all staff report on CPOMS).

**Parents will:**

When parents raise a concern that their child is being bullied, it is essential that this concern is taken seriously and not dismissed without further enquiries being made. The bullying incident report form can be used as a focus of the discussion with a parent so that there is a clear record of the concern and of immediate action to be taken by school staff. Parents of a bullied child will:

- Talk to the child about any incident and reassure them that telling was the right thing to do.
- Make a note of what the child says.
- Make clear to the child that, if any further incidents occur, they should tell a teacher or other member of staff straight away.
- Make an appointment to speak to the child's teacher and/or the Head Teacher as soon as possible. Parents who suspect bullying or whose child has been bullied will not take matters into their own hands.

If, after investigation, bullying is confirmed, parents of a child who has been bullying will:

- Discuss the issue with the child's teacher and agree a course of appropriate actions or sanctions in line with the school's behaviour policy.
- Talk to the child and explain that bullying is wrong and hurts others.



- Regularly discuss with the child how things are going at school.
- Praise and encourage the child when they are being kind and considerate to others. Pupils Victims and witnesses of bullying should know that it is 'ok to tell'.

### **Pupils**

Pupils will do their best to:

- Tell an adult (eg parents, other relation, Head Teacher, teacher, teaching assistant, midday supervisory assistant) or go with a friend to tell an adult if they are a victim of bullying.
- Have a responsibility to tell an adult (eg parents, other relation, Head Teacher, teacher, teaching assistant, midday supervisory assistant) if they witness bullying.
- Try to resist being bullied by standing up for their own rights in an assertive but non-violent way.
- Never bully another child in the school.

### **Procedures and Recording**

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child. The following steps will be taken when dealing with any incident:

- All reported incidents will be investigated immediately by the member of staff who has been approached or witnessed the incident.
- If necessary and appropriate, these will be recorded on CPOMS and discussed with Head teacher or AHTs to decide whether to involve SLT at this point.
- The child reporting the incident will be listened to and will be assured that they feel that their concerns are being taken seriously.
- When investigating the incident, the story will be listened to from both sides.
- Immediate support will be provided for the victim, with the aim of restoring self-esteem and self-confidence.
- The perpetrator will be talked to about his/her behaviour, making it clear that this kind of behaviour is unacceptable and the child will be helped to see how his/her behaviour must change in the future.
- The incident will be recorded on CPOMS.
- A check will be made to establish if there are any previous incidents involving the same child.

If necessary, a thorough investigation of the incident involving all parties will be undertaken and recorded in writing on the CPOMS. After the investigation has taken place, a decision should be made as to whether a case of persistent bullying is taking place. If this is the case, the parents of the perpetrator will be invited to discuss the situation with the Head Teacher or one of the Assistant Headteachers where an appropriate course of actions or sanctions in line with the behaviour policy will be implemented. Parents of the bullied child must be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with. If an allegation of bullying is made by a parent, full written details should be taken and referred to the Head Teacher or Assistant Headteachers who will then update CPOMS and investigate thoroughly.

Actions which may be taken:

- Establish and carry out an appropriate consequence for the perpetrator(s), including an apology or letter of apology to the victim, if appropriate.



- Keep all relevant staff fully informed about the incident and about all subsequent action.
- Inform parents of victim and bully.
- Expect all staff to 'keep an eye' on the bully and victim, especially at break and lunch times.
- Monitor the situation regularly, including talking to the victim, to ensure the bullying has stopped.
- Ask parents into school to discuss the situation if their child is repeatedly involved in unacceptable incidents.
- Contact external agencies for advice and support in more extreme cases where the above has proven ineffective.
- In extreme cases, a period of exclusion may be necessary

## Supporting Pupils

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents or guardians to help change the attitude of the pupil.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Counselling or PSHE interventions, ELSA (Emotional Learning Support Assistant) may be initiated as a means of supporting pupils who have been bullied or pupils who have bullied.

## Incidents of bullying outside the school's premises

Our school will take seriously any incident of bullying taking place outside school and involving our pupils. We will:

- Encourage victims 'not to suffer in silence'.

We may:

- Talk to the local police about the problems within the Community.
- Talk to the Head Teachers of the schools whose pupils are involved in bullying off the premises.

Bullying can also take place via text messages, MSN and other means of 'cyber communication'. This often happens out of school hours but has implications for the parties involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously. Children are not allowed to use their own mobile phones at school. Adult Bullying from time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community, they must report this to the Head



Teacher immediately. If children are experiencing problems with other children, parents must not try to take matters into their own hands as this can result in:

- Parents approaching other parents in groups.
- Inappropriate verbal exchanges in front of pupils.
- A breakdown in communication.

Parents confronting other parents or children in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem, to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

## Homophobic and transphobic guidelines

‘Every child in every school has the right to learn free from the fear of bullying, whatever form that bullying may take. Everyone involved in a child’s education needs to work together to ensure this is the case.’<sup>1</sup>

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. ‘your bag’s gay’ and direct homophobic abuse e.g. a boy is called a ‘poof’.

### Principles

#### The Law

- It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act)
- Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.
- Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

### What does it look like?

- Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people
- It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are “gay” – for example, “You’re such a gay boy” or “That’s gay”
- Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling.
- We do not view homophobic name calling as “harmless banter”. We recognise that if it is not challenged at primary school it is harder to address at secondary school
- If a pupil is not explicitly told that homophobic bullying is wrong, they may think it is OK to do this



### **Responding to an Incident**

If we hear a child using homophobic language we will address it, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers –

**EXAMPLE:**

- Clarify "It's when two men or two women love each other".
- State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone." Help child to understand how their behaviour affects others.
- 4. Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.
- 5. If name calling continues sanction child in line with Behaviour Policy.

### **MONITORING AND REVIEW**

Safeguarding programme. This will include the Head and Designated Safeguarding leads reviewing incident forms on a regular basis and identifying concerns. The Head Teacher will report to governors and staff about the effectiveness of the policy.

<b>FORM 1 Initial Investigation into hurtful incident or allegation of bullying</b>
Completed by (name and role): Date:
Name and role of individual/s making the allegation, eg pupil, parent/carers, midday supervisory assistant:
Form of referral, eg verbal report, letter or phone call:
Details gathered to date:



Action to be taken:

Date:

Signed: