

STANLEY PARK JUNIOR SCHOOL



ANTI-BULLYING POLICY

Vision Statement

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school."

Policy agreed by Staff:

February 2022

Policy agreed by Governing Body:

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1) Aims

We want our school to be a happy, safe place for all. We can ensure this if people respect each other, are kind to each other, help each other and treat others as they would, themselves, like to be treated.

We would like to see no bullying whatsoever at Stanley Park Junior School. However, we accept that bullying behaviour occurs in life and pupils at this school are not exempt from this. So when it does occur we have clear strategies to stop it.

We need to have a clear understanding of what bullying is and how we treat it when it occurs.

2) What is bullying?

The school adopts the DFE definition of bullying as being **'behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.'**

Bullying is not when a child is hurt unintentionally or by mistake. For example, joking around; getting angry or annoyed with someone; or running away from someone/not playing with them one day. Although bullying is generally characterised by its persistence, there is some evidence that bullying can also be a one-off event.

Bullying can take many forms, and new ones are continually appearing.

Bullying can be:

1) **Physical:**

- hitting, kicking, punching, pushing
- taking belongings
- throwing things at someone else
- being forced to do something

2) Verbal or written:

- name calling (different from affectionate nicknames)
- insulting remarks
- making threats
- lying intentionally to get someone into trouble

3) Cyber - misuse of digital technology to send inappropriate, abusive or threatening messages:

- mobile phones - messages, photographs, videos
- internet chat rooms
- email
- games rooms
- Instagram
- YouTube
- Tik Tok
- social networking sites

4) Racist/Religious/Cultural: an incident which is perceived to be racist by the victim or any other person:

- racial taunts
- racial language
- gestures

5) Special Needs/Disability:

- based upon individual needs/difficulties

6) Homophobic/transphobic:

- because of or focusing on the issue of sexuality
- homophobic language (use of derogatory terms)

7) Sexual:

- unwanted physical contact
- sexually abusive comments
- up skirting

8) Passive:

- spreading nasty stories or rumours
- deliberately not talking to or ignoring you for a long period of time
- regularly being left out of things other people are doing
- deliberately avoiding you or not sitting next to you
- manipulating others into acting in a certain way
- looks that are intended to intimidate

NB Link to criminal behaviour

It is important to bear in mind that some bullying may be criminal (e.g. assault/theft) and the police may need to be informed.

3) Effects of bullying

Bullying can unfortunately occur for a number of reasons or for no particular reason at all. Anyone can be bullied but, in particular, anyone who is different from others can be identified as a target. It may be due to: a person's physical appearance/make-up, physical ability, personality, likes, dislikes, strengths, weakness, as a result of a disagreement, due to being a part of a certain circle of friends etc.

Vulnerable Groups

We recognise some groups of pupils may be more vulnerable to bullying including:

- Looked after children
- Same sex parents
- Children from ethnic minorities
- Children with special educational needs/ disabilities
- Children entitled to free school meals
- Children for whom English is an additional language
- Children who are exploring their sexuality and/or gender identity

What drives a child to bully another can be triggered by anything at all, however, we at Stanley Park Junior School do not accept any of these as an excuse for bullying behaviour. No-one deserves to be treated in an unkind way. We encourage our children to celebrate and accept everyone's differences.

When experiencing bullying, it may affect children in many different ways. Changes in a child's behaviour cannot tell you for certain that bullying is happening, however the following signs can certainly indicate that something is wrong.

- emotional distress - nervousness, anxiety, being withdrawn, tearful, aggressive, low self-esteem or lack of confidence;
- behaviour towards peers change;
- missing belongings;
- unexplained injuries or attempts to hide physical injury;
- torn / damaged/ dirty clothing;
- difficulty sleeping, nightmares, unusual bed wetting;
- changes in attitude/personality;
- change in school work and interest in school;
- fear of going to school - excuses of illness to avoid going to school;
- lost or broken possessions;
- reluctance to talk about issues or worries.

At Stanley Park Junior School, we endeavour to look out for and address any signs of bullying behaviour. We encourage parents to let us know if their child shows any of the above signs so that we can look into the reason for this.

4) Prevention

All children and parents/carers have read, signed and agreed to our home-school agreement and Codes of Behaviour to ensure that bullying is not acceptable in our school.

The principles of this policy are embodied in an Anti-Bullying Quick Guide (Appendix A) available for parents on the school website and is shared with pupils through school/year group assemblies.

Children are regularly provided with strategies to cope with bullying through the current curriculum provision, during Anti-Bullying Week and PSCHÉ lessons in class or other curriculum areas. We respond to individual, class, year group or whole school concerns which are brought to us by parents/carers or which staff notice through PSCHÉ lessons, stories, and assemblies or as part of a small group discussion with children involved. A Worry Box is available by the head teacher's office for all children in the school to use anonymously if they have any concerns that they feel they are unable to talk about but would like support with. These concerns are monitored by SLT and dealt with as needed.

When possible we encourage children to resolve their own conflicts and disagreements with the support of trained Mini Mentors. This will continue depending on the rise of covid cases. Copies of our 'Am I being Bullied?' Flow Chart (Appendix D) are also displayed in classrooms and around the school. This poster was created by the School Council and provides further advice and support for children who think they might be victims of bullying. Once again, it encourages children to reflect on their own, to consider whether they are being bullied, and ways in which they can deal with difficulties.

Where it is not possible for children to resolve conflicts without adult support, they are given the option to go to the hut where they can speak to an adult during lunch. We allow children time to reflect on situations by sharing feelings and possible solutions. Through doing this, children are given a choice of outcome and the situation can be quickly resolved as well as becoming more independent. We aim to prevent bullying from the onset of minor disagreements.

Through our other policies we seek to reward and acknowledge good behaviour with praise and merits. We seek to highlight positive behaviour and set achievable goals. Rewards may include: stickers, class points, merit points, sunshine points, a special mention in class or an assembly, our Certificates scheme and our end of term awards and mention in Annual Reports.

5) Procedures for dealing with bullying

We want to ensure that children are happy and confident to "tell" and to understand that bullying is never right. However, if bullying does occur, we encourage the following actions by different groups of people to help prevent bullying:

Pupils:

Can help to make and keep our school a happy, safe place if they:

- ALWAYS REPORT BULLYING TO AN ADULT - of themselves and others;
- Never join in with the bullying;
- Actively discourage the bully;
- Stay in the areas which are supervised by staff;
- Be honest and reflect on whether their own behaviour has caused others to get angry or upset with them;
- Treat others as they would like to be treated;
- Speak respectfully towards one-another.

Parents/Carers:

- Use our 'Help' Flowchart (Appendix B) to ensure that all incidents of suspected bullying are reported to the school;
- Contact the school if they notice any change in their child's behaviour;
- Discuss the issue of bullying with their child;
- Encourage their child to TELL and reassure them;
- Encourage their child NOT to be aggressive with other people;
- Support the school to help prevent bullying.

Teaching and Non-Teaching Staff:

- All staff have up-to-date safe-guarding training and are aware of current safe-guarding issues to monitor;
- Look out for signs of isolation in members of the class/group, especially if accompanied by deterioration in work, erratic attendance etc;
- If approached by a pupil, LISTEN, reassure the pupil and record the details on an Incident Form;
- Discuss with the Year Group Leader, Deputy Head Teacher and / or Head Teacher;
- Set a good example by treating all pupils with respect;
- Support children who need help with making the right choices in their behaviour towards others;
- Listen out for and challenge discriminatory language;
- Communicate with the SENCO to support children in school through the use of ELSAs, Learning Coaches and Social Skills Groups;
- Communicate with the SENCO to support children through the support of outside agencies such as Behaviour Support Team or Occupational Therapist.

Midday Supervisors:

- Look out for signs of isolation and communicate any concerns with class teachers, Deputy Head and / or Head Teacher;
- Support children in resolving conflict when needed;
- If approached by a pupil, LISTEN, reassure the pupil and record the details on an Incident Form;
- Monitor areas of the playground that are more secluded.

Governors:

- Have an awareness of the policy and procedures for dealing with bullying;
- Oversee the Bullying Concerns Log which includes records of bullying and racist incidents.

6) Intervention

At Stanley Park Junior School, we take bullying seriously. All reports of bullying, by children or adults, will be listened to and investigated fully in order to resolve them. Where bullying behaviour is found to be occurring, the teacher or member of staff should deal quickly and firmly with the matter. Adults dealing with incidents will follow the points outlined in our Bullying Procedures Flowchart (Appendix C).

However, we accept that children can make the wrong choice which may lead to them becoming involved in bullying. Bullying incidents can also occur without the bully or bullies realising the impact of their behaviour. Children do and will make the wrong choices, especially when with their peers. We also understand that the word 'bully' can be misused and incidents can be perceived to be so

when they are not. As outlined in our Behaviour Policy, we seek the involvement of all children concerned in any issues that arise and allow plenty of time for discussion and reflection before actions are taken. We endeavour to be as sure as possible as to whether bullying has occurred, before following the Bullying Procedures Flowchart (Appendix C)

Monitoring is carried out through both recording numbers of Incident Forms relating to bullying behaviour and through an annual survey of both children and parents which is included in our School Development Plan, our Self Evaluation Form and reported to Governors.

7) Bullying outside the school premises

According to Sections 90 and 91 of the Education and Inspections Act 2006, the head teacher may take measures to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on public transport, outside the local shops, in a town or while at home through cyber bullying. Where bullying is reported to have occurred off school premises, school staff will investigate and act upon it with the involvement of parents/carers.

8) Links with other policies

Our policy should be read alongside our Anti-Bullying Quick Guide (Appendix A). Both the policy and Guide are also available on our school website.

Our policy has been developed with the involvement of teaching and non-teaching staff. We also took into consideration the thoughts and opinions of children and parents/carers and their understanding of bullying. It will be reviewed annually and adapted when appropriate.

It should also be read along with our Teaching and Learning, Behaviour Management, E-safety and the Inclusion, Equality and Diversity policies, Safe-guarding Policy and Keeping Children Safe in Education.

REWARDS

We seek to reward and acknowledge good behaviour with praise and merits. Rewards may include:

- stickers
- class points
- merit points
- sunshine points
- a special mention in class or an assembly
- a certificates from our scheme or our Service to Others Award
- a mention in Annual Reports

SANCTIONS

All reports of bullying will be listened to and investigated fully in order to resolve them. Adults dealing with incidents will follow our Bullying Procedures Flowchart. Below are procedures for dealing with the first incidence of bullying.

Bullying Behaviour witnessed or reported



Record incident on an Incident Form



Report incident to Head Teacher - incident recorded in Behaviour Concerns Log



Discuss incident with all children involved - children may fill in a Conflict Resolution Form

- 1) Parents of bully and victim/s informed
- 2) Written apology to victim/s
- 3) Red Card Detention for bully - time to reflect and discuss
- 4) Follow up with the parents of the victim two weeks later to ensure no further concern or incidents

The following will be considered:

- Further support for bully and victim/s
- Close monitoring of victim/s in class and during playtime

STANLEY PARK JUNIOR SCHOOL



ANTI-BULLYING QUICK GUIDE

We want our school to be a happy, safe place for all. We would like to see no bullying whatsoever at Stanley Park Junior School. However, we accept that bullying behaviour occurs so when it does, we have clear strategies to stop it.

Please see our Anti-Bullying Policy for further information.

WHAT IS BULLYING?

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either **physically** or **emotionally**.

TYPES OF BULLYING

Physical: hitting, kicking, punching, pushing

Verbal or written: name calling, insulting remarks, making threats

Cyber: misuse of digital technology to send inappropriate, abusive or threatening messages:

Racist: an incident which is perceived to be racist by the victim or any other person - racial taunts, racial language

Homophobic: because of or focusing on the issue of sexuality

Sexual: unwanted physical contact, sexually abusive comments

Passive: spreading rumours, deliberately ignoring someone

IMPORTANT MESSAGES

*It's ok to tell *

Bullying is never right

Nobody deserves to be bullied

If you are being bullied or see bullying happen tell someone

SEE IT . . . SPEAK OUT . . . STOP IT!

ACTIONS TO HELP PREVENT BULLYING

Pupils can help to make and keep our school a happy, safe place if they:

- ALWAYS REPORT BULLYING TO AN ADULT - of themselves and others;
- Never join in with the bullying;
- Actively discourage the bully;
- Stay in the areas which are supervised by staff;
- Be honest and reflect on whether their own behaviour has caused others to get angry or upset with them.

Parents/Carers can support their child and the school in the following ways:

- Use our 'Help' Flowchart to ensure that all incidents of suspected bullying are reported to the school;
- Contact the school if they notice any change in their child's behaviour;
- Discuss the issue of bullying with their child;
- Encourage their child to TELL and reassure them;
- Encourage their child NOT to be aggressive with other people;
- Support the school to help prevent bullying.

Staff can support children and deter bullying in the following ways:

- Look out for signs of isolation in members of the class/group, especially if accompanied by deterioration in work, erratic attendance etc;
- If approached by a pupil, LISTEN, reassure the pupil and record the details on an Incident Form;
- Discuss with the Year Group Leader, Deputy Head Teacher and / or Head Teacher;
- Set a good example by treating all pupils with respect;
- Support children who need help with making the right choices in their behaviour towards others;
- Communicate with the SENCO to support children in school.



Appendix B - Help Flowchart



What to do if you think your child is being bullied.

Has your child told a teacher/adult in school?

YES

NO

Stage 1:

Meet with the class teacher so that they can listen to your concerns and establish if it is bullying or friendship issues.

Either:

- 1) Encourage your child to tell their teacher or an adult in school if they can
- 2) Discuss the issue with your child and contact the class teacher on your child's behalf
- 3) Discretely make an appointment with the class teacher if your child is reluctant for you to contact.

Go to Stage 1.

Your child IS being bullied.

- *The class teacher will follow the procedures in Appendix D or another agreement will be made between parent and teacher to best deal with the situation.
- *The head teacher will be informed - incident will be recorded in Behaviour Concerns Log.
- *The class teacher will make an appointment to meet with you to inform you of actions for the bully and your child.

Your child is NOT being bullied.

- *Friendship issues will be monitored and supported, as necessary, through whole class or individual support by class teacher.
- *Further support to resolve issues may be put in place - TA or Learning Coach support.

Bullying Continues

Bullying Stops

Stage 2:

- *Contact the school immediately and inform the class teacher, Head Teacher or Deputy Head Teacher.
- *Further procedures from Appendix D will be followed.
- *All actions will be taken to stop the bullying.
- *Your child will be supported and monitored closely.



Appendix C - SPJS Bullying Procedures Flow Chart



Bullying Behaviour witnessed or reported



Record incident on an Incident Form



Report incident to Head Teacher - incident recorded in Behaviour Concerns Log



Discuss incident with all children involved - children may fill in a Conflict Resolution Form

The following actions should then follow:

First bullying offence:

- 1) Parents of bully informed
- 2) Parents of victim/s informed
- 3) Written/oral apology to victim/s
- 4) Formal Detention for bully - time to reflect individually and discuss with member of SLT
- 5) Follow up with the parents of the victim to share how issue has been dealt with two weeks later and to ensure no further concern or incidents

Consider the following:

- Further support for bully - ELSA, Learning Coach, Social Skills Group, Buddy Role Model, Class Teacher/TA discuss with children involved, Year Group Assembly, PSCHÉ lesson/story
- Further support for victim/s - ELSA, Learning Coach, Play Buddy, Class Teacher/TA discuss with children involved, Year Group Assembly, PSCHÉ lesson/story
- Close monitoring of victim/s in class and during playtime by MDS

Second bullying offence:

- 1) Parents of bully informed and meeting with Head Teacher Parents of victim/s informed and meeting with Head Teacher
- 2) Written apology to victim/s
- 3) Follow up with the parents of the victim to share how issue has been dealt with two weeks later and to ensure no further concern or incidents

Consider the following:

- Internal Exclusion for bully - time to reflect individually and discuss with member of SLT
- Behaviour Contract set up to monitor behaviour in class and during playtimes
- Further support for bully from outside agencies, e.g. Behaviour Support Team
- Continued support for victim/s, including outside agencies where needed - ELSA, Learning Coach Play Buddy, Class Teacher/TA

Repeated bullying offences:

- 1) Parents of bully to meet regularly with Head Teacher
- 2) Behaviour Log set up for bully to monitor behaviour in class and during playtimes - reported to Head Teacher daily

Consider the following:

- Continued support from outside agencies for bully
- Bully excluded from playground on or off-site
- External Exclusion for bully for a fixed period (this could lead to a permanent exclusion).



AM I BEING BULLIED?

HAS IT HAPPENED **More** THAN ONCE? **Yes**

IS IT HAPPENING **Regularly?** ALL THE TIME? **Yes**

IS IT THE **Same** PERSON OR GROUP OF PEOPLE? **Yes**

IS IT **Deliberate?** ARE THEY DOING IT ON PURPOSE? **Yes**

ARE YOU FEELING **Unhappy** AT SCHOOL? **Yes**

IF YOU HAVE ANSWERED **Yes** TO ALL OF THESE QUESTIONS, THEN FOLLOW THESE STEPS:

No

IF YOU ANSWERED **No** TO SOME OF THESE QUESTIONS THEN:

- SLEEP ON IT! IT MAY BE BETTER TOMORROW
- SPEAK TO SOMEONE YOU TRUST
- ASK A MINI MENTOR FOR HELP

STAND UP!
BE BRAVE!
TELL THE BULLY TO STOP!

PUT YOUR TRUST IN SOMEONE. TELL YOUR PARENTS, FRIENDS, TEACHERS OR SOMEONE YOU TRUST. THE PROBLEM CANNOT BE SOLVED IF NO-ONE KNOWS

JUST WALK AWAY, STAY AWAY AND IGNORE THEM - NEVER FIGHT BACK!

STAY POSITIVE. IT WILL GET BETTER AND IT WILL STOP

