

Faringdon Junior School Anti-bullying Policy

(This Policy should be read in conjunction with the Child Friendly Version written and reviewed by the School council)

1 Introduction

1.1 What is Bullying?

Bullying is premeditated action taken by one or more children repeatedly with the deliberate intention of hurting another child, either physically or emotionally.

1.2 Bullying can be:

Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, taking belongings, spreading hurtful and untruthful rumours)

Physical - pushing, kicking, hitting, punching or any use of violence.

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, making offensive comments.

Cyber - All areas of internet, such as e-mail and internet social media misuse, Mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities.

1.3 Statement of Intent:

We are committed to providing a caring, friendly, and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

2 Aims and objectives

2.1 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.

2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 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 through this policy and such events as Anti bullying week.

2.5 All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

2.6 As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

2.7 Bullying will not be tolerated

3 Bullying or Teasing?

It depends on how the receiver perceives it. This will be determined by other factors such as:

- their previous experience,
- their personal sensitivity
- what kind of support they get from their peers.

The giver might think they're being funny, but if the receiver has been affected by previous bullying, he or she might not appreciate or enjoy it.

Persistent bullying can result in:

- depression
- low self esteem
- shyness
- poor academic achievement
- isolation
- self-harm
- threatened or attempted suicide

Unchecked bullying also damages the bully, who learns that he or she can get away with violence, aggression and threats.

4 Signs and Symptoms

A child *may* indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school.
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant.

- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Self-harming.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or “go missing”
- Asks for money and starts stealing money (to pay bully)
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what is wrong.
- Gives improbable excuses if any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber message is received.

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

5 The role of governors

5.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

5.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

6 The role of the Headteacher

6.1 It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy regularly.

6.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to

use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

6.3 The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

6.4 The headteacher 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.

All staff encourage children to TELL SOMEONE if they think they are being bullied.

7 The role of the teacher

7.1 Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

7.2 If teachers witness an act of bullying, they do all they can to support the child who is being bullied.

7.3 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve support from appropriate adults for the victim of the bullying, and sanction for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and SENCo. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

7.4 Teachers take both proactive and reactive steps against bullying by following PSHE programmes like SEAL and holding Circle time discussions, discussing issues concerning bullying as a whole class and incorporating strategies and messages about anti bullying and keeping Safe through a number of curriculum areas. The messages are repeated through play leader training, our playground procedures, our school values and during Anti bullying week.

7.5 From time to time, teachers attend training, and use online resources which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers support all children in their class and establish a climate of honesty, respect and happiness for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

8 The role of parents

8.1 Parents, 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 or headteacher immediately.

8.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. They are encouraged to

come in and talk to the teacher before or after school and can email or telephone to arrange a meeting whenever they wish.

9 Bullying in the local community

9.1 It is the responsibility of parents or members of the local community to report any bullying involving pupils from the school to a member of staff

9.2 Staff have a responsibility to respond to bullying allegations that occur in the local community which are reported to school and for passing on any information to any other organisations involved.

10 Procedures:

- Report bullying incidents to staff.
- In serious cases report incidents to headteacher
- Parents should be informed and will be asked to come in to a meeting to discuss the situation.

11 Outcomes:

- The bully (bullies) may be asked to genuinely apologise. The school behaviour sanctions will be applied as appropriate and in serious cases, fixed term exclusion will be considered.
- If possible, the pupils will be reconciled and/or agreement reached for playtime protocol
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- A written record of any incidents will be kept.

12 Monitoring and review

This policy will be reviewed annually by the Head Teacher and the Governors.

Date: 12/4/16

Headteacher: V Sammon

Chair of Governors: N Ferguson