St Ann's Heath Junior School

Anti-bullying Policy

This school is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment. We aim to foster good relations between all members of the school community ensuring they are treated equally and without prejudice.

Introduction

At St Ann's Heath Junior School, we are committed to providing a safe, happy, positive and calm learning environment in which all children are supported to achieve their full potential and to overcome any barriers to their learning. We aim to prepare children to become effective learners, and for facing the challenges and responsibilities of adult life. We encourage the development of self-discipline and for taking responsibility for our own actions. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is the school's role to educate pupils to understand how their behaviour affects others and the impact it has on others. Pupils are supported to identify ways they can put right the harm they may have caused through their actions. Our school values underpin the way in which we nurture relationships between every member of our school community, and are at the heart of our school's ethos.

RESPECT – to have respect for ourselves and one another

ACHIEVE – to work hard to achieve our full potential

INSPIRE – to be inspired by a creative curriculum where there is a love of learning and to share this passion with others

STRIVE – to always make great efforts to do our very best

ENCOURAGE – to give and receive support from one another

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated (Safe to Learn 2007)

Bullying is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Principles that underpin this policy:

For pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed

For school:

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Services and community partners to promote safe communities.
- Inclusive values are promoted and underpin behaviours and school ethos

For parents / carers:

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the school's complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way that protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

For the Head Teachers:

- They have overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

For Governors

- They will monitor and evaluate the implementation and effectiveness of the policy and procedures in school.
- The safeguarding governor, Sophie Reisch, has the responsibility for the oversight of anti-bullying procedures in school. She ensures that policy and procedures are in line with "Working Together to Safeguard Children" (2015) and "Keeping Children Safe in School" (2016)

Definition of Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." DfE definition of bullying from 'Preventing and Tackling Bullying' (October 2014).

The Anti-Bullying Alliance (ABA) defines **bullying** as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. **Bullying** can be physical, verbal or psychological. It can happen face-to-face or through cyberspace." (ABA 2014)
An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Why are some children and young people or adults, more vulnerable to being bullied?

Specific types of bullying include:
- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

What does bullying look like?

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks, mocking
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. inappropriate texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.

Bullying can take place between: young people; young people and staff; between staff; individuals or groups

Vulnerable Pupils

At St Ann's Heath Junior School, we work to develop an inclusive culture. However, we are mindful of the fact that bullying can happen to anyone and certain groups of pupils/adults are known to be particularly vulnerable to bullying by others these may include:

- pupils with special educational needs such as learning or physical disabilities
- young carers
- Looked After children
- gender
- those from ethnic and racial minority groups
- those children who are perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.
- social issues/ deprivation

Our whole school approach to developing positive relationships, resilience, mental health and emotional well-being

At St Ann's Heath Junior School, we continually strive to develop an ethos of good behaviour where all individuals treat each other with respect. Through our restorative approach we are building a culture where the primary focus is on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

As part of our on-going commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- PSHE scheme following Jigsaw
- Pastoral provision including ELSA, counselling, therapeutic interventions
- Targeted referrals
- Restorative Approaches including check-in circles three times a week
- Continuum of support (Surrey)
- Social Skills groups
- Smart Moves (Eikon – Building resilience programme for Year 6)
- ASPIRE programme
- Family Group Conferencing Solution focused approach – involving and including all parties
- Ensuring there is a pupil voice
- Specific curriculum input
- Community Links
- Parent support groups and coffee mornings
- Staff training and development opportunities

Strategies for Preventing Bullying

- Restorative approaches
- Class charters
- Healthy schools programme
- National Anti-bullying awareness week is promoted (usually November)
- Assemblies – school led and outside agency/charity led
- School council
- Lunchtime club
- Reflection room
- Regular check ins
- Year 6 well-being leader
- SMART schools
- Eikon support to develop whole school wellbeing

Reporting and Responding to Bullying

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour.

• Children and young people in school: talking to any member of staff, PSHE lessons, restorative circles, worry monsters and worry boxes
• Parents/carers: alerting a member of staff (face-to-face, email school office, phone, communication through child's school planner)
• All staff and visitors: alerting any member of staff or emailing the school office on admin@stannsheath.org
• Bystanders: talking to any member of staff or emailing the school office on admin@stannsheath.org

Procedures

At St Ann's Heath Junior School, we use CPOMS to record and monitor all behaviour, bullying incidents and cause for concern. All reported incidents will be taken seriously and investigated.
The steps the school will take are to:
• Speak to all parties (all notes taken are scanned/typed into CPOMs)
• Assess the need and the appropriate resources which could include a restorative approach, individual work with victim, perpetrator, pastoral support, referral to outside agencies if appropriate
• Refer to Behaviour and Relationship policy and school sanctions (see Behaviour and Relationship Policy)
• Follow up the incident through communicating with involved parties
• Inform parents of all parties
• Contact the Police (see D of E Guidance on Criminal Law re: Hate Crime) or DSL if appropriate

Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the school's complaints policy and procedure.

Recorded information on behaviour and bullying information will be presented to the governors in an anonymous format as part of the termly and annual reports. It will also be used to identify trends and inform preventative work in school and future development of this policy.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident.
The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school by the Senior Leadership Team (SLT).

The information will be presented to the governors in an anonymous format as part of the termly and annual reports.

Monitoring and Review

The implementation of this policy is monitored by the Co-Head teachers, SLT and by Governors to evaluate its implementation and effectiveness. This policy will be reviewed annually, or earlier if the need arises. This policy will be promoted and implemented throughout the school.

Policy Status	
Agreed by Governors	August 2024
Agreed by Staff	August 2024
Next Review Date	August 2025